

Advisor

Decision-Maker

Vigorous

Organizer

Catalyst

Adaptable

Teacher

Empathizer

Kentucky Guidebook for
Migrant Advocates
Revised 2011



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I. Introduction

Children of migrant workers are affected by repeated moves, disruption in schooling, poverty, health needs, social isolation and language barriers. These children run a greater risk of failing to meet the challenging state content and performance standards that all students are expected to meet. Low academic achievement and frustration with school cause many migrant children to drop out in their early teens. In order to reduce the impact of those educational barriers, the U.S. Congress authorized federal funding to establish the Migrant Education Program (MEP) in 1966 under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The United States Department of Education (USED) currently administers the Office of Migrant Education (OME), which is responsible for meeting the special needs of migratory children and youth.

As stated in the No Child Left Behind Act of 2001, the purpose of the MEP is to:

1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
2. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, curious health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
6. Ensure that migratory children benefit from State and local systemic reforms.

To achieve this purpose, OME helps state education agencies (SEAs) administer the MEP within their states. Each SEA receiving MEP funds is responsible for developing and implementing programs that assist migrant children to overcome the educational barriers resulting from their migratory lifestyle. The Identification and Recruitment (ID&R) of migrant children and youth is the first step in carrying out this important work. The second step is advocacy. As such, these activities, conducted in every school district where migrant children reside and are served, are the foundation of the MEP.

The Kentucky Department of Education (KDE) is ultimately responsible for the advocacy of all eligible migrant children in the state and must secure all pertinent information in order to serve these children based on their eligibility. In order to administer services and other program activities at the local level, the KDE sub-grants MEP funds to local educational agencies (LEAs). It is imperative that the KDE and the LEAs effectively implement the state guidance for advocacy.

Districts have the responsibility to assist the state with advocacy of migratory children. Kentucky districts are required by statute to cooperate with the Kentucky Department of Education in identifying, reporting and serving migratory children residing in their area.

704 KAR 3:292

RELATES TO: KRS 156.010, 156.035, 156.070

STATUTORY AUTHORITY: KRS 156.070

NECESSITY, FUNCTION, AND CONFORMITY: in accordance with Section 435 of the General Education Provisions Act and sections 1201, 1202, and 1203 of the Augustus F. Hawkins- Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, the Department of Education, when applying to the U.S. Department of Education for participation in programs for migrant children under Chapter 1 of the Education Consolidation and Improvement Act of 1981, must submit an approvable plan and satisfactory assurance that all requirements of the law will be met. The administrative regulation implements the State Board for Elementary and Secondary Education's duties to develop education policy, to implement acts of Congress appropriating and apportioning funds to the state and to provide for the proper apportionment and disbursement of federal migratory children funds in accordance with the state's current plan.

Section 1

- (1) *The Department of Education shall implement services to children by making grants to local school districts which have contractions of eligible migrant children.*
- (2) *Participating school districts shall submit an annual application for funds to provide services to eligible children.*
- (3) *The application shall be authorized by the local board of education and be approved by the Department of Education.*
- (4) *Participating school districts shall perform an annual assessment of the needs of eligible migrant children.*
- (5) *Participating school districts shall coordinate the migrant program with other federal, state, and local programs and agencies as appropriate.*

The objective of this manual is to familiarize advocates with the rules and procedures for providing services under Kentucky's MEP. In addition, this manual will explain how important the role of an advocate is to the program and to migrant children, youth and parents. It is a reference guide designed to help advocates:

- understand how to serve migrant children: preschoolers, school aged, out of school youth, ages 0-22 and parents
- implement parent involvement activities
- become more aware of various services, programs and resources for migrant families, ages 0-22, and parents
- refer to list of available resources to use to provide services

The manual provides valuable information for advocates and personnel providing services to migrant children. Chapter I provides a brief overview of the migrant education program. Chapter II discusses the purpose of providing services and provides an overview of the program, contact information and an organizational chart to help advocates understand the hierarchy. Chapter III explains the roles and responsibilities of advocates and local districts. Chapter IV provides advocates with understanding of how students are identified as priority for services. Chapter V discusses in detail how to provide services to families, Out of School Youth (OSY), preschoolers, students with disabilities and English Language Learners. This

chapter also includes information about the types of services that are allowable, home visits, naturalization and public relations. Chapter VI provides advocates with information about coordinating with other services intrastate and interstate. Chapter VII provides advocates with information about parent involvement activities, parent meetings and parent advisory councils. Chapter VIII shares information about the summer school programs and intercession sessions. Chapter IX discusses basic information on the policies and procedures. Chapter X focuses on the information needed in order to monitor and review programs. Chapter XI provides advocates with a list of resources that will be helpful to use with their migrant families.

This manual contains key tools and structures that will facilitate the reader's understanding of the Kentucky advocacy policies. Readers will notice direct references to the OME's 2010 Non-Regulatory Guidance and the Code of Federal Regulations (as published on the Federal Register Notice of July 29, 2008). These references will further assist readers to understand how and why Kentucky has determined its state policies regarding advocacy. These references will be marked as direct quotes and will include citations to their specific locations within the OME Non-Regulatory Guidance. Other tools are located at the end of this manual for reference, such as a glossary of definitions, resources for advocates and other important information for advocates.

II. Purpose of Services

a. Advocate Responsibilities

An advocate's responsibility is to serve the migrant children. A migrant family's mobility sometimes causes gaps in a child's schooling. When these gaps occur, the children may fall behind in core content areas. The advocates are there to provide support to the children during these situations. The needs assessment is part of what bases children as priority for service. Children that are at risk of failing or whose education has been interrupted during the school year need the instructional services an advocate can provide. Advocates also provide supportive services to the parents in the families if they need assistance. An advocate can offer referrals for services related to health, welfare and social needs or provide direct services to the family. Finally, an advocate also can provide learning opportunities for the out-of-school youth (OSY). The advocate maintains contact with OSY. An advocate offers instructional assistance with school enrollment, credit recovery and/or enrollment in general education development (GED) classes. An advocate also provides supportive services by referrals to local agencies including local agricultural job opportunities and the education of the OSY on basic needs, cooking, taking care of young children and work safety.

Services – Educational or educationally related activities advocates provide to migrant children to help them succeed in school (e.g., tutoring, providing transportation, arranging transportation via taxi services or public transportation, referrals, assisting with personal issues).

Services must:

- (1) directly benefit a migrant child
- (2) address the needs of a child according to the comprehensive needs assessment (CAN) and service delivery plan
- (3) be grounded in scientifically based research or with support services that are generally accepted practices
- (4) be designed to assist the program to meet its measurable goals and contribute to the achievement of the state's performance targets

There are two types of allowable services that the SEA, region or district may provide to a child or family.

- **Instructional Services** – These are services that are strictly educational; for example, educational activities for preschoolers, tutoring before or after school and instruction for elementary and secondary students.
- **Supportive Services** – These are services that are directly related to education, such as advocacy for migrant children: health needs, nutritional needs, social services and transportation.

Scientifically based research means research that involved applying rigorous, systematic and objective procedures that provide a reliable and valid knowledge that is relevant to educational activities and programs. For example, the research may have been accepted by a peer-reviewed journal or approved by a panel of experts through a comparable rigorous,

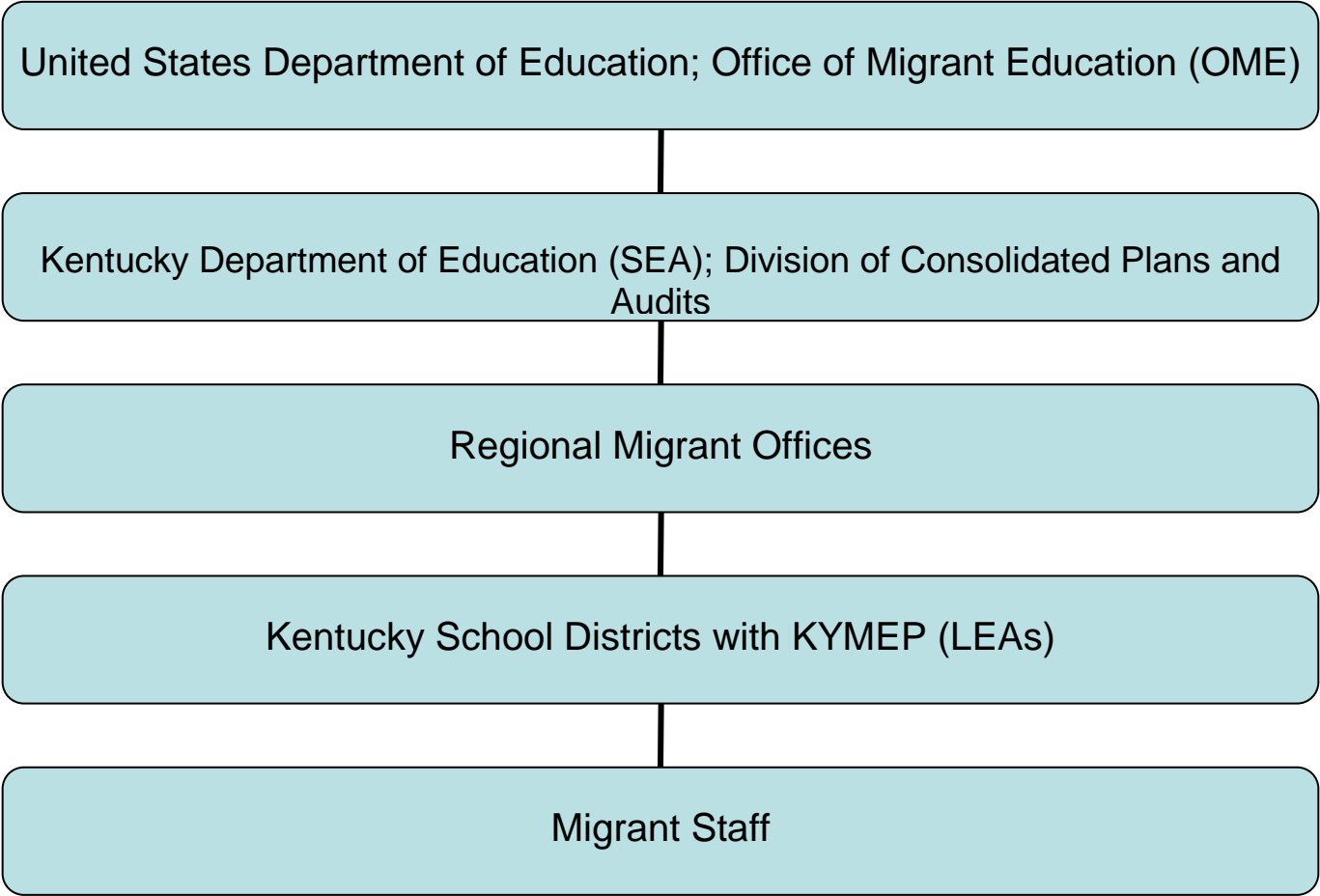
objective and scientific review process. Sometimes the research has been evaluated using experimental or quasi-experimental designs and a random- assigned sample. (Section 9191(37) NCLB)

For more information on this subject (<http://www.ed.gov/nclb/methods/whatworks/research>), contact the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education.

b. Kentucky Advocate Organizational Chart

With the assistance of the Regional Migrant Offices, the Kentucky Migrant Education Program (KYMED) state office administers all advocacy efforts in the state. The KY MED state office receives all data regarding services in Kentucky. Part of each LEA’s yearly allocation for the local MEP is designated for advocacy efforts. LEAs use these funds appropriately to hire advocates, attend and/or provide advocacy training and implement their local Quality Control Plans.

Below is an organization chart for the MEP Program.



The following jobs are a vital part of the regional and district MEP.

- **Recruiters** - Identify and recruit the families for the Migrant Education Program.
- **Advocates** - Provide with and/or ensure children have access to services from school and the community to help them succeed in education.
 - Refer families who need assistance with social services, medical services and clothing.
 - Assist with the parent involvement activities, migrant representation in the district consolidated planning process, the migrant program needs assessment, summer school/intersession planning for migrant children and program evaluation.
 - Utilize the National Migrant Student Information Exchange (MSIX) database to effectively place migrant students.
- **Instructional Assistants** - Work directly with migrant children in the classroom and conduct home visits if there is no advocate in district.
- **District Coordinators** - Provide direction and leadership to the migrant program, assist district MEP staff with program and budget issues, and ensure migrant program obligations are met.
 - Conduct district-level planning meetings to provide professional development and program updates to ensure the local MEP is an effective program within the district.
 - Monitor local Migrant Projects and provide technical assistance as needed.
 - Conduct district-level PAC meetings to continue to build relationships with parents of MEP students.
- **Regional Record Clerk** – Input the data from the Certificate of Eligibility (COE).
 - Work with MIS2000, the State Migrant Database.
 - Input data pertaining to school and health records.
 - Work directly with MSIX.
- **Regional Coordinator** – Provide direction and leadership to the migrant program, assist local districts in programs and budget designs, and ensure migrant program obligations are met.
 - Conduct regional or local planning meetings to provide professional development and program updates ensure everything is running smoothly.
 - Monitor local Migrant Projects and provide technical assistance as needed.

c. Regional Coordinators Contact Information

The KYMEP is divided into four main regions: Western, Central, Southeastern and Northeastern. Each region consists of a regional office. The regional offices are staffed with at least a coordinator, clerk, recruiter and advocate. These regional offices are responsible for offering support, oversight and technical assistance to the assigned districts that receive migrant funds. The regional office also recruits and serves students in districts without a district-run MEP.

Regional Coordinators

Western Region A Carolyn Ferrell 150 School Ave Madisonville KY 42431 (270) 824-1897 Carolyn.Ferrell@kctcs.edu	Central Region B April Willis-Harper 210 Randolph Street Edmonton KY 42129 (270) 432-7291 April.harper@metcalfe.kyschools.us
Northeastern Region C Bill Thompson 271 South Main Cross Street Flemingsburg KY 41041 (606) 849-1907 Bill.Thompson@flemingkyschools.us	Southeastern Region D Michael Hay Eastern Kentucky University 143 Keith Building 521 Lancaster Ave. Richmond KY 40475 (859) 622-8447 Michael.Hay@eku.edu

III. Roles and Responsibilities

What is an advocate? Who can be an advocate? Where does an advocate work? This section attempts to answer these and other questions regarding the complex and challenging job of an advocate. Understanding the role of advocates in the MEP provides a greater appreciation of their efforts and contributions to the program.

a. Roles and Responsibilities of Migrant Advocate

Reports to: the district and regional migrant coordinators

Wage/Hour Status: nonexempt

Primary Purpose: Responsible for implementing migrant program by providing advocacy in the area of academics; monitoring; and career and vocational assistance; supporting the success of at-risk students and assisting with personal and social needs. Advocates also assist migrant parents with school work in order to enhance their child's growth and development.

Minimum Qualifications:

- communicate effectively orally and in writing
- ability to communicate effectively with parents of migrant students
- knowledge of basic computer software
- experience working semi-independently and in collaborative teams
- thorough knowledge of the geographic area
- willingness to work irregular hours and an irregular schedule, including weekends, evenings and summers
- experience working with migrant youth and/or high-mobility/at-risk population
- ability to follow written and verbal instructions
- knowledge of various local social service agencies

Major Responsibilities & Duties: Performs other duties and responsibilities as assigned by supervisor:

1. Meet and maintain contact with the child's classroom teacher to determine levels of academic proficiency and how the migrant program can assist the child to achieve.
2. Periodically meet with the child to ensure he/she is performing well academically and is adjusting to teachers, peers and school.
3. Provide direct services for migrant students according to the Priority for Services (PFS) definition.
4. Refer families to resources that might have a direct bearing on their child's success in school, i.e., social services, health services, clothing and other needs; thus providing support to ensure student academic success.
5. Monitor student attendance and reports of problems involving migrant students such as suspensions and withdrawals.
6. Maintain complete records that reflect student referrals, contacts, log of activities and any other documents needed for audits and accountability.

7. Compile and maintain data for completing a needs assessment of the program and for reports needed by records clerk.
8. Facilitate effective communication between family and school in order to enhance academic success.
9. Provide information to a tutor or a school employee that may be helpful in designing activities to benefit the child.
10. Organize and plan parent involvement activities, summer school/ intersession planning for migrant children, program evaluations and the migrant program needs assessment.
11. Provide parents/guardians with information on a child's school/academic progress.
12. Ensure student and family gain access to schools and community resources, including role models.
13. Complete the Out of School Youth (OSY) profile form to determine appropriate services.
14. Assist OSY by referring them to ELL programs, GED programs and other educational programs/services or providing them direct services.
15. Make home visits on a regular basis to meet with the parents/guardians, assess the home environment, determine needs of other children who may live there and seek the involvement of parents/guardians in their child's education through modeling, coaching and placement of appropriate educational training.
16. Continually seek and participate in appropriate professional development and training opportunities to enhance existing skills and to learn new skills for the job.
17. Continue to provide follow-up for OSY until he/she has moved or is no longer eligible for migrant services.
18. Maintain confidentiality of migrant families and/or staff.
19. Attend all trainings for recruiters and meetings arranged by the regional/ state migrant coordinators, including any state-mandated trainings or professional development.

b. Confidentiality

The Family Educational Rights and Privacy Act of 1974 is a federal law that protects students' education records. This law applies to any school that receives funds under an applicable program of the United States Department of Education. Parents have certain rights, as do children over the age of 18. Parents or children over the age of 18 have the right to review and inspect a student's education records that are maintained by the school. Confidentiality is a key component to a successful MEP. It enables trust and a professional relationship to develop among family, school personnel and agencies.

c. Helpful Tips

A few tips for success as a migrant advocate are:

- Rather than staying in the office, be on the go; identify problems and locate help.
- You may not have all the answers, but use all available resources to find possible solutions.
- If you're new on the job, try job-shadowing an experienced advocate. This allows you a first-hand view of the situational problems that can arise daily.

- Be careful about sharing a child's information with non-custodial parents or persons who might answer a parent's telephone (e.g., a boyfriend). Sharing confidential information with school personnel or others should only be done on a need-to-know basis.
- Making yourself accessible to parents and students with frequent contacts lets the families know that you want to help them. Therefore, they will be more comfortable in contacting you if there is a need.

IV. Priority for Services

a. Priority For Services

According to section 1304(d) of the statute, priority for service are those migrant children who are failing, or most at risk of failing, to meet the state's challenging academic content standards and challenging student academic achievement standards and whose education has been interrupted during the regular school year.

The SEA or the LEA should identify eligible migrant children who are at most risk for failing. They also should determine the educational needs of the child as well as the educationally related needs. SEAs should first determine which children are failing or most at risk of failing to meet the state's academic content standards and student achievement standards. Among those children who are failing or at most risk of failing, the SEA must identify and give priority for services to children whose education had been interrupted during the regular school year. Based on the educational needs assessment, the SEA or LEA should determine the primary focus of the program (e.g., instructional area, grade levels). Finally, select children with the greatest need for MEP services based upon priority for services criteria in section 1304 (d) of the statute.

SEAs and local operating agencies may serve children who do not meet the priority for services criteria so long as they serve children who meet the criteria first.

b. Educational Needs Assessment

Within two weeks of completing a COE on a migrant child for the migrant program, an educational needs assessment form needs to be completed. This form is uniform throughout Kentucky. Either the advocate or the recruiter will ask families the questions on this survey to help with the child's needs. The form is completed based on the information that is available at the time of the interview. The educational needs assessment form is sent to the regional office for entry into MIS2000, the state migrant database. The data generates a Priority for Service (PFS) number in a report. This report is then sent to the district advocates in order to know which children are classified as PFS. If more educational information becomes available throughout the year, then the form should be updated and sent to the regional office.

Who needs to get served first? The Priority for Service 1 (PFS1) children receive services first, then the Priority for Service 2 (PFS2) children. The PFS1 children are those children that have had an interruption in the school year plus some other factor that would interfere with school. For example, a PFS1 child could have had an interruption in the school year plus received a failing grade in math. The PFS2 students are those that have some other factor that interferes with school, but they have not had an interruption in school. A PFS2 student could simply be classified as ESL or be failing a core subject. Both the PFS1 and PFS2 students should be attending summer school and intercessions and receiving services first in the district, since they are the ones that are in the most need. After they have been served,

then all other students should be served; however, if a district experiences time and/or money constraints, then students can be rank-ordered based on educational needs.

c. Continuing Services

Three possible scenarios could occur that would enable advocates to continue services after a student's End of Eligibility (EOE).

- (1) If a child's eligibility ends during the school year, then the school district or region may provide services for the remainder of the school year [see section 1304(e)(1)] (e.g., if a child EOE in October then the advocate may provide services until the end of the regular school year even though the child's eligibility is over).
- (2) If a child's eligibility ends and the school district or region provides services for an additional school year because comparable services are not available through other programs [see section 1304(e)(2)] (e.g., if a child not attending a Title I school and is receiving migrant-funded reading tutoring services in order to read on grade level, these services can continue assuming there are no other programs in place that can meet the needs of this child).
- (3) A school district or region can continue to serve secondary school students who were eligible for services through credit accrual programs until they graduate [see section 1304(e)(3)] (e.g., if a student EOE in September but the advocate has been working on a credit accrual program, then the advocate can continue to provide services until the student graduates).

NOTE: Before services are provided, advocates should make sure that other school-wide programs such as Title I and Supplemental Educational Services are being used before migrant funds to provide services for migrant children.

V. Providing Services for Migrant Children and Their Families

a. Supplement vs. Supplant of Services

Migrant education funds are used as supplemental to the regular services a migrant child receives. The statute requires that SEAs and local operating agencies:

- (1) use MEP funds to “supplement, not supplant” non-federal funds
- (2) provide services to migratory children with state and local funds that are at least comparable to services provided non-migratory children

Supplement – A service added to the child’s existing curriculum to help the child succeed in education.

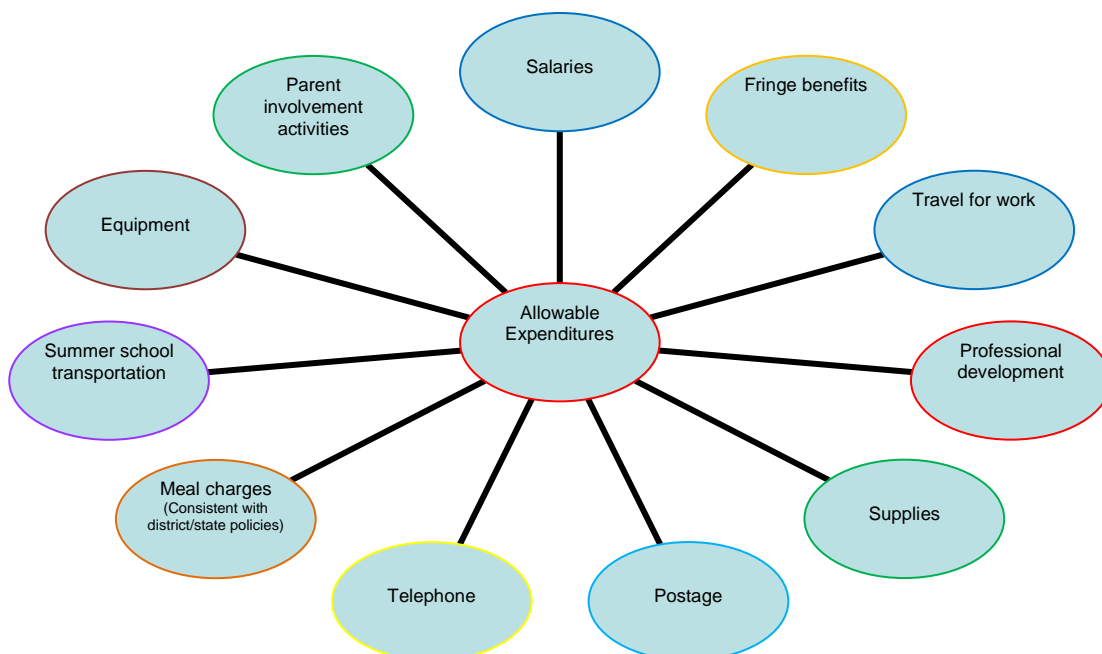
Supplant – A service that takes the place of an existing curriculum or service provided to migratory children.

Comparability – The LEAs need to make sure that the schools that receive MEP funds are comparable to those services provided by schools that do not receive MEP funds. The comparison is done on grade-by-grade or school-by-school basis.

Advocates must see that the child is receiving required school services before MEP funds are used to serve the child (e.g., if the school offers ESS before/after school tutoring, math tutoring, a school-wide Title I program or supplemental educational services, then the child should receive those services first). It is important that advocates are aware of what is offered at each school in the district so they know how to serve all migrant children.

b. Allowable Expenditures

There are federal guidelines pertaining to allowable program expenditures that "are necessary and reasonable for the proper administration of the program."



The Kentucky MEP and the Division of Budgets developed MUNIS guidance based on the non-regulatory guidelines and other budget documents from the federal government. According to this guidance, certain things are allowable expenditures, and certain things cannot be purchased with migrant funds except as a last resort. The above chart shows several things that can be purchased by migrant funds as long as the items are used for the migrant program. A few other more specific items that can be purchased with migrant funds include:

- bus tokens for migrant families in the program to attend meetings or migrant sponsored events
- advertising migrant-sponsored events by using radio, television or newspaper
- posters and other publications printed for migrant programs
- newspapers, books, textbooks and audiovisual materials used for migrant purposes

There are several things that cannot be purchased by migrant funds. When referring to this list, please consult your regional coordinator and/or your state director to make sure that these funds couldn't be used. In some rare circumstances, these funds may be used, but only as a last resort.

Advocates may not purchase the following items using migrant funds:

- scholarships
- uniforms
- organizing supplies: bookshelves, shelving units

Advocates cannot purchase the following items for migrant families using migrant funds without prior approval and only as a last resort:

- welfare spending (food, utilities, clothing)
- health supplies and materials (minor services)
- graduation expenditures and diplomas

c. Home Visits

The importance of home visits cannot be over-emphasized. Home visits allow advocates the opportunity to assess the home environment, meet the parents and determine the presence of non-school-aged children in the home. Advocates must gain the trust of the migrant families. They must find out what difficulties the family may be facing; determine if water, electricity and sanitary facilities are available; and determine that the living accommodations do not otherwise pose hazardous conditions for the children. Most of this can be determined through the initial home visit and the completion of the educational needs assessment. Taking age-appropriate materials to the children and resource lists, local maps, calendars, pens/notebooks to parents not only benefits the family, but is valuable in developing a working relationship with the parents. Family resource centers, churches, clubs, Wal-Mart, health departments and back-to-school community activities are a few local resources to use.

Free Promotional Items

<http://www.discovernursing.com/Materials.aspx?type=promotional>

This site has magnets and bilingual coloring books about nurses.

<http://nichd.nih.gov/publications/pubskey.cfm?from=milk>

This site has free brochures and bilingual coloring books about milk.

<http://www.epa.gov/region5/enved/orderpublications.html#form>

This site has coloring books about Earth Day.

<http://www.thunderfap.com/freebies-for-kids.htm>

Free items for children: coupons, diapers, baby food and more.

http://chge.med.harvard.edu/programs/healthyceans/once_upon_a_tide/home.html

Once Upon a Tide video - learn about the ocean (Spanish/ English).

<http://www.escort.org/?q=node/183>

National Migrant Hotline - cards/brochures

d. Legal Issues

One of the primary responsibilities of an advocate is to make contact with the migrant families. Sometimes the visits may leave an advocate with an uneasy feeling due to circumstances that directly impact the child, such as observances of bruises on the child, lack of heat, electricity or sanitary water supply.

It is strongly recommended that the advocate meet with a local staff member of the Protection and Permanency Branch (formerly child welfare office) of the Community Service Branch (formerly social services) to establish a collaborative relationship. The exchange of information will allow the migrant advocate to inform Protection and Permanency staff of the services the Migrant Education Program offers to the migrant families. This exchange of information also will educate the advocate about legal responsibilities.

Naturalization

Many migrant families have concerns or questions about becoming United States citizens. This section will provide advocates with a description of how to become a citizen through naturalization, what the requirements are, what it means, what the benefits of citizenship are and avoiding scams that may occur.

In the central and eastern Kentucky areas, the Maxwell Street Legal Clinic can assist immigrants and refugees. The Maxwell Street Legal Clinic is a non-profit, public organization located in Lexington. This clinic helps bring close relatives from different countries, assists with permanent status and legal status and with child protection services. The clinic's website is in both English and Spanish. First-time clients must call the office to request a consultation. Calls are accepted Wednesday from 9 a.m. to 1 p.m. ET. "Walk-in" clients are not accepted.

Legal Aid Contacts

Maxwell Street Legal Clinic

210 East Maxwell Street

Lexington KY 40508

Phone: (859) 223-2840

Fax: (859) 554-0504

The clinic accepts the following categories of cases (due to limited resources, these categories do sometimes change):

- Asylum
- Cuban Adjustment Act
- Family-Based Petitions
- Families of Asylees and Refugees
- NACARA 203 (for Salvadorans and Guatemalans)
- Naturalization
- Permanent Residence “Green Card”
- Special Immigrant Juvenile Status
- U and T Visas
- VAWA (Violence Against Women Act)
- TPS (temporary Protected Status)

<http://maxlegalaid.kyequaljustice.org> English

<http://maxlegalaid.kyequaljustice.org/Pagina+Principal> Spanish

Legal Aid Society

416 W. Muhammad Ali Blvd., Suite 300

Louisville KY 40202

(502) 584-1254

<http://www.laslou.org/>

This agency helps those in poverty by providing a free legal service. The society fights on individuals' behalf on issues concerning health and safety.

Russell Immigration Law Firm

1012 S 4th Street

Louisville KY 40203-3208

(502) 587-7791

Kentucky Immigration Law Firms

<http://www.lawyers.com/Immigration/Kentucky/browse-law-firms-by-city.html>

Vickerstaff Law Office

4109 Bardstown Road Suite 106

Louisville KY 40218

Telephone: (502) 442-2039 or (888) 832-2944

Fax: (502) 491-0719

<http://www.vickerstafflaw.com/>

This lawyer assists with visa problems, asylum petitions, green cards and military marriage visas.

Kortz & Funke Attorneys at Law

Phone: (502) 241-8221, 241-8246

Fax: (502) 241-8250

E-mail: attorney@immigrationky.com

<http://www.immigrationky.com/>

Offices are located in Louisville and Bowling Green; however, the attorneys represent clients residing throughout Kentucky.

United States Immigration

<http://www.unitedstatesimmigration.info/kentucky.html>

There is a list of law firms in Kentucky that can assist with immigration advice.

NOLO Law for ALL: Paducah Immigration Lawyers

<http://www.nolo.com/lawyers/immigration/kentucky/paducah/>

Immigration Lawyers Now

<http://immigrationlawyersnow.org/about>

Once an individual describes a case, a list of immigration lawyers in that person's area will be provided. There is also a list of lawyers located throughout the United States.

Definition of Terms

Naturalization - This refers to the process by which a person not born in the United States voluntarily becomes a U.S. citizen.

Continuous Residence - This is necessary when applying for naturalization. It concerns that time a person resided lawfully in the United States without breaks to disrupt the continuity for naturalization purposes. It means that a person has not left the United States for a long period of time. If an individual left the United States for too long, it could interrupt continuous residence. A "long time" refers to more than six months but less than a year. If an individual left for longer than a year, he or she may get a re-entry permit, but the time the person was in the United States before does not count toward time in continuous residence.

Physical presence - The total numbers of days a person was in the United States during the period required for naturalization.

Asylee - A person who comes to the United States seeking protection because he or she has been persecuted or fears he or she will suffer persecution based on race, religion, nationality, membership in a particular social group or political opinion. (Link to the I-589 application for Asylum form:

<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=de9814836a14d010VgnVCM10000048f3d6a1RCRD&vgnextchannel=6ca66d26d17df110VgnVCM1000004718190aRCRD>

Requirements for Naturalization

- 1) Must be 18 years or older.
- 2) Must be a Legal Permanent Resident (Green Card).
- 3) Must have been a Legal Permanent Residence for at least five years, three years if married to and still living with a U.S. citizen.
- 4) Must be physically present in the U.S. for at least half of the five or three years.
- 5) Must have basic English literacy and knowledge of U.S. history and government.
- 6) Must be physically present in the U.S. when applying.
- 7) Must have good moral character:
 - a. file and pay income taxes
 - b. have no felony convictions or murder charges
 - c. register for selective services if a male between the ages of 18 and 26
 - d. have not convicted other negative acts - adultery, splitting up a family, failing to support dependents

U.S. Citizenship and Immigration Services (USCIS) - Application

The United States Citizenship and Immigration Services provide those interested with an application at the following link. Several different forms that advocates might provide to those interested families are:

- Form N-400 - Application for Naturalization
- Form N-600 - Application for Certificate of Citizenship: for a child who is under 18 years to document U.S. citizenship status based on citizen parentage
- Form N-600K - Application for Citizenship and Issuance of Certificate Under Section 322 : for a child who regularly resides abroad to claim U.S. citizenship based on parentage

The following link goes directly to the USCIS website, providing various forms to use when applying for citizenship:

<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=40a9b2149e7df110VgnVCM1000004718190aRCRD&vgnextchannel=40a9b2149e7df110VgnVCM1000004718190aRCRD>

Steps to Become a U.S. Citizen

- 1) File your application.
- 2) Be fingerprinted.
- 3) Participate in the interview and citizenship test.
- 4) Participate in the Oath Ceremony.
- 5) Register to vote.

Application Support Center for Kentucky:
USCIS Application Support Center
Gene Synder U.S. Courthouse and Custom House
601 West Broadway Suite 618
Louisville KY 40202-2250

Provides services to general public by appointment: 8 a.m. – 4 p.m. ET, Monday through Friday, closed on Wednesdays; <https://infopass.uscis.gov/infopass.php>. Make appointments through Info Pass.

Benefits of Citizenship

Several benefits to becoming a legal citizen include:

- voting
- bringing family members to the U.S.
- obtaining citizenship for children born abroad
- traveling with a U.S. passport
- becoming eligible for federal jobs
- becoming an elected official
- showing your patriotism

Avoid Scams

Many people offer immigration assistance; unfortunately, not all are authorized to do so. This is against the law and may be considered an immigration service scam. Be sure to go to the right place for help. Going to the wrong place can delay applications, cost extra money and possibly lead to removal proceedings. The above link to the USCIS website provides advocates with tools to share to avoid scams.

e. Public Relations

The role of the advocate in public relations is to facilitate communication between parents, schools and the community. The following suggestions have been proven effective, but should not be looked at as exhaustive.

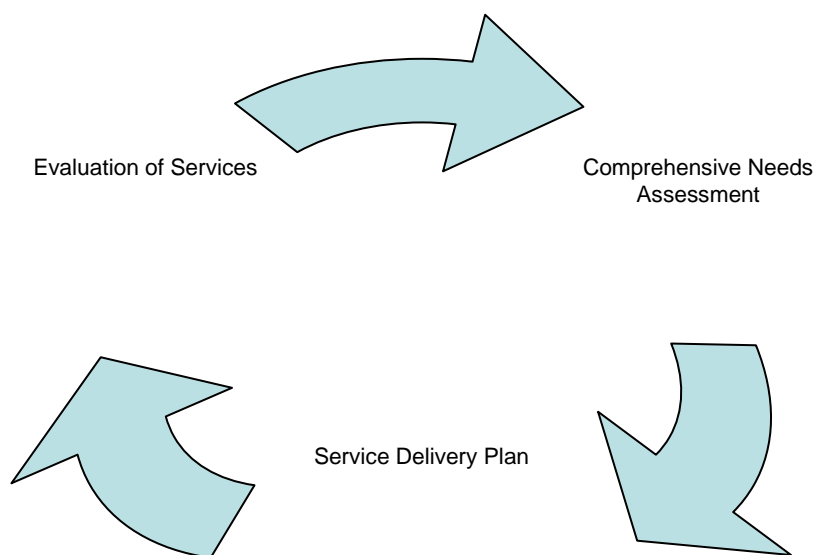
- Become an active member of the community.
- Become an active member of the district's consolidated planning committee.

- Stay informed about current local, state and federal issues to differentiate facts and opinions.
- Collaborate with Family Resource/Youth Service Centers, Head Start programs, preschool programs, local health department programs, (Even Start, First Steps), local extension offices and community groups, (Spanish-speaking churches and libraries).
- Have a brochure about your program available to distribute to media, schools and parents.
- Provide parents with information about school and related activities in their native languages.
- Regularly inform district coordinators, superintendents and principals with enrollment and activity reports.
- Be available to assist regular classroom teachers with special units (dental hygiene, nutrition, self-esteem) or by other special talents you can provide.
- Attend PTO and school-based decision making council meetings to explain the Migrant Program.
- Announce meetings and special activities through the use of the local radio, newspaper, church bulletins and television.

f. Comprehensive Needs Assessment

The State Comprehensive Needs Assessment (CNA) is revised every three years based on Kentucky's population and needs. The CNA will "identify and address the special educational needs of migratory children" to ensure that migrant children "have an opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet."¹ A CNA team will review and analyze current migrant data in order to identify priority needs specific to the KYMEP. Once the needs have been identified, a service delivery plan (SDP) is created which describes the services the KYMEP will provide on a statewide basis to address the identified special educational needs of migratory children. All districts are required to follow the services indicated in the SDP, and yearly district applications should reflect the LEAs commitment to following the SDP and meeting the needs of all migrant students identified in the district. An evaluation is done upon completion of the cycle to gauge the effectiveness of the services offered and provide for continuous improvement of migrant services.

¹ ESEA, Title I, Part C, Sec. 1306



g. Consolidated State Performance Report

The KYMEP is required to complete an annual assessment of the program and must complete a Performance Report for the Office of Migrant Education (OME). Much of the data can be obtained from information that is keyed into the Migrant Records and Database System, MIS2000. The data must be collected and provided to the regional clerk for migrant records. The collection and reporting of the data to the records clerk is the responsibility of the migrant advocate. The data may be obtained from different sources, most notably from service logs and the Advocate Enrollment/Withdrawal Form (both regular and summer/intersession terms) and Infinite Campus. Advocates also are responsible for providing records clerks with information needed to complete the Mass Enrollment and Monthly Withdrawal Report. It is recommended that advocates provide the superintendent, principals and teachers with a quarterly Activity Report of Services. This report will keep those individuals informed about what services are being provided for the benefit of the migrant children and the local district.

h. Serving Undocumented Children

The MEP is an educational program, thus, the status of a child is irrelevant. According to *Plyler v. Doe*, 457 U.S. 202 (1982), the Supreme Court ruled that “the U.S. Constitution prohibits the States from withholding financial support to school districts for the education of children not legally admitted into the country, or otherwise discriminating against these children by denying them access to educational programs offered to children of U.S. citizens.”

i. Serving Migrant Children with Disabilities

According to the Individuals with Disabilities Education Act (IDEA), Part B, SEAs and LEAs must ensure that eligible children with disabilities have a “free appropriate public education,” including special education and related services to meet the individual child’s unique learning needs. Generally, all children ages 3-21 who need special education services are eligible. When advocates connect with migrant children with disabilities, remember the phrase “supplement, not supplant.” Be sure the child is first receiving services through the special education program, and then use MEP funds to further assist the child’s educational needs. In order for the LEA to provide services without violating “supplement, not supplant,” the local operating agency must:

- design a program that does not distinguish between disabled and non-disabled participants, but addresses the unique educational needs of migrant children (in accordance with MEP priority for service requirements)
- select children with disabilities for MEP services on the same basis as other eligible children (for example, the basis of unique educational needs and priority for services)
- coordinate MEP services with other services that migrant children with disabilities receive under federal, state and local programs in order to increase program effectiveness, eliminate duplication and reduce fragmentation of programs

j. Serving Migrant Children Who Attend Private Schools

Sections 9501 of the statute and 299.6 of the regulations require SEAs that receive MEP funds to provide special educational services or other services to children who attend private schools. The school district must have consultations with the appropriate private school officials to make sure everything is in compliance. During the consultation, the LEA will determine how the private school will identify the children’s needs, what services will be offered, how they will provide services and how they will decide about delivery of services.

k. Preschool Students and Younger

The Migrant Education Program provides services to children 0-2 years old, even though they do not generate the funds for the program until they are 3 years old. These children should be served after the priority for service children have been served. There are a variety of different activities advocates can do in order to prepare preschool children with the kindergarten readiness skills they will need to enter school. Check the Resource section for information about free books, thematic ideas and a variety of websites.

I. English Learners (EL)

Under federal law, all states, local education agencies and schools must implement an identification and assessment process to identify students (including migrant children) with limited English proficiency and provide educational services to meet their needs. According to *Lau v. Nichols*, 414 U.S. 684 (1974), the school districts must offer limited English proficient children meaningful opportunities to participate in the programs offered to other students. Schools must assess oral language proficiency in English for students who come from a home where a language other than English is used. The process includes assessing the student's language proficiency in the areas of speaking, reading, listening and writing. (<http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>)

Strategies that work best for a migrant EL student

Migrant advocates should assist migrant children and their families who speak a language other than English by doing the following:

- Become familiar with federal laws regarding the education of documented and undocumented students.
- Make the district aware of its responsibility (under Title VI) to test the language proficiency of EL students.
- Collect and maintain resources for teachers to access.
- Attend ESL workshops provided by adult education agencies and other sources.
- Attend collaborative Latino coalitions in your area, if they exist.

The advocate can help preschool and school-age children who speak a language other than English in the following ways:

- Seek to enroll preschoolers in Head Start or preschool.
- Assist families with school registration forms, birth certificates and other necessary paperwork.
- Assist families with getting school physicals and immunizations.
- Provide transportation to health departments, if necessary and allowable.
- Locate a community translator for families when none is available in the Migrant Office.
- Attend teacher conferences with parents.
- Refer families to a variety of community resources that can provide clothing, food and school supplies.
- Offer bilingual books for families to read to their children at home.
- Provide other learning activities for the home, especially for preschoolers.
- Encourage participation in various school activities that could include parent teacher conferences, open houses, student presentations and other family events.

m. Out of School Youth (OSY)

OSY have unique needs resulting from their migrant lifestyle. They face all the obstacles to education encountered by other migrant students, and then more. With the current focus by NCLB on high-stakes accountability, these youth may often be the first to be pushed out and the first to be forgotten. Therefore, OSY need advocates; people who can both motivate them and help them access needed services. Young people not in school have little or no access to federal or state resources, and without increased educational attainment or improved English language skills, OSY will remain poor and isolated from the larger society and economy. Demographic patterns in the MEP are shifting away from the migration of families toward the migration of single males and females. OSY is the fastest growing MEP population and can be broken down into two types:

1. Recovery youth:
 - youth not attending middle or high school
 - missing one or more state exit-level exams
 - deficient in credits
 - poor academic performance
 - considered dropout youth
2. Here-to-work youth:
 - from Mexico and Central America
 - unschooled in the United States
 - limited English proficient
 - needs related to life skills

High School Equivalency Program (HEP)

HEP Eligibility Criteria

The High School Equivalency Program helps migratory and seasonal farm workers and their immediate family members who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training.

Migrant or seasonally employed agricultural workers or their children are eligible for HEP if they meet the following criteria:

1. within the past 24 months, has worked a minimum of 75 days in migrant or seasonal formwork
 - a. or has been eligible for, or has participated in a migrant education program
 - b. or in a Workforce Investment Act program for migrant or seasonal farm workers
2. is at least 16 years of age or over
3. is not currently enrolled in an elementary or secondary school
4. has not earned a secondary school diploma or its equivalency

http://www.hepcamp.org/index.php?option=com_content&view=article&id=22&Itemid=2

HEP 2006

Somerset Community College
808 Monticello Street
Somerset KY 42501
(606) 875-8866

Director: Larry Chaney
Recruiter: Carol Severns

HEP 2010

Center for Family and Community Services
102 12th Street
Lexington KY 40505
Program website: <http://www.kycfcs.us>
Recruiter: Marisol Valles (502) 320-4310

College Assistance Migrant Program (CAMP) (not currently active in KY)

Currently no active CAMP programs are in Kentucky. Interested colleges may submit a proposal during the annual application period. The grant period lasts five years.

CAMP assists migrant and seasonal farm workers and their immediate family members to successfully complete the first undergraduate year of study in a college or university and provides follow-up services to help students continue in postsecondary education.

Students are eligible for CAMP if they meet one of the following criteria:

1. They or their parent(s) or guardian(s) have engaged in migrant or seasonal farm work for at least 75 days within the last 24 months.
2. They have participated or been eligible to participate in the Title I Part C Migrant Education Program.
3. They have qualified for the Workforce Investment Act 167 Program (WIA 167), formerly the JTPA 402 Program High School Equivalency Program (HEP).

Employment Issues**Fair Labor Standards Act**

The federal Fair Labor Standards Act of 1938 (FLSA) provides minimum wages, maximum hours and child labor protections for workers. It did not include agricultural workers until 1966, when agricultural workers were brought up to the same minimum wage levels as other workers, but still not entitled to overtime protections.

Under this act, employers are required to keep records about the workers' hours and wage rates. The employer also must identify if the worker is immediate family, a hard-harvest laborer or involved in production of livestock.

http://www.mlap.org/employment_issues.htm

Migrant and Seasonal Agricultural Worker Protection Act (AWPA)

http://www.mlap.org/employment_issues.htm

The Migrant and Seasonal Agricultural Worker Protection Act (AWPA) was passed in 1983 to provide protection for migrant and seasonal farm workers concerning pay, working conditions and work-related conditions. This law replaced the Farm Labor Contractor Registration Act (FLCRA) that originated in 1963.

The farmer is required to provide information to farm workers in writing including:

- place and period of employment
- wage rates to be paid
- if transportation is provided
- housing
- employee benefits
- if the farm worker will be charged for any of these benefits

Serving OSY

There are many ways OSY can be served (e.g., cooking classes, general health classes, educational classes where they learn English). Use the variety of resources in the resource section for additional information. They can be served physically by providing them with a qualifying bag that may include personal hygiene items, toiletries, first aid items and gloves and/or bandanas. The OSY may also need referrals to local clothing banks, or if the migrant office has its own clothing bank, that also may prove to be helpful. Some OSY have children at a young age and may need some assistance with diapers, baby clothes or car seats, so these referrals would be important as well. Out of School Youth also like a variety of organizing ideas (e.g., discussing how to keep a log of hours worked to make sure they are receiving the correct wages, a log of child care). It also may be valuable for the OSY to keep a “diary” of their work history to show what they did on each day. Help the OSY understand the importance of keeping birth certificates, documents and other important papers in a folder where they won’t lose them. The advocate needs to have these ideas and referrals handy. Providing the OSY with a list of phone numbers and addresses could prove beneficial as well. Emotionally, these young men and woman are living in a very adult world; they may need some assistance adjusting and understanding. Sometimes the OSY start families at a very young age, so parenting skills need to be nurtured, and referrals and assistance provided when possible. There are several helpful websites in the resource section that also may be very helpful.

VI. Coordination

Coordination refers to many different aspects of the MEP. These aspects include:

- planning and carrying out programs and projects in coordination with other local, state and federal programs
- interstate and intrastate coordination between states and local operating agencies to ensure services are continued for students who migrate between states or school districts, including transfer of student records
- grants or contracts provided under Section 1308 to improve coordination activities among educational programs that serve migrant children

a. Coordination with other Community Agencies

It is valuable for advocates to coordinate with other programs to ensure that the migrant children's needs are being met through a variety of sources that optimize the use of MEP funds for the unique needs of migrant children. After the child completes the needs assessment, the SEA can determine the child's needs and identify the available services that address those needs. Then, the SEA can coordinate with other programs and agencies that provide the appropriate programs and services that meet the needs of the migrant child. These children should be eligible to receive services from Title I Part A on the same basis as other eligible children. In a school-wide program, ALL students should benefit from the services; in a targeted assistance school; migrant children are eligible to participate in the Title I Part A program on the same basis as other eligible children. Also, if the LEA qualifies for Title III subgrants, the migrant children who are limited English proficient must be selected to receive Title III services on the same basis as all other limited English proficient children. Both of these federal programs are mandated to coordinate with the MEP.

Once the migrant child's needs are identified and potential services and resources have been discussed, the MEP staff can contact the appropriate staff from the other organizations to discuss the types of services that they could coordinate. The SEA should communicate on an ongoing basis with the organizations that it is coordinating with to strengthen cross-program planning and to tap into different resources regarding the location and needs of migrant families.

Dental and Medical Care

Migrant families frequently live in poverty-like conditions with limited access to proper dental and medical care. Children often have health problems related to dental disease and lack of medical care. It is important to educate the families on the importance of dental and medical care. Collaborating with local health departments, universities and Farm Worker Health centers and medical clinics can provide families with opportunities to receive the dental and medical care they need. Advocates can refer families to facilities that can provide free or sliding-scale services and partner with these facilities for family health lessons, OSY mini lessons and parent involvement activities. Most medical and dental expenses are not allowable under the KYMEP expenses matrix.

<http://ucanr.org/repository/cao/landingpage.cfm?article=ca.v049n02p28&fulltext=yes>

House Bill 186, passed by 2008 Kentucky General Assembly, mandated dental screenings or examinations for 5- or 6-year-olds entering school for the first time, starting with the 2010-11 school year. Below are some places that offer free dental and medical screenings and services.

FREE Dental Screening

Derby City Pediatric Dentistry

http://www.derbycitypediatricdentistry.com/DCPD_FirstVisit.html

Smile Kentucky - Grades 3-5 receive free dental screenings and school lesson plan ideas.

<http://www.smilekentucky.com/>

Free Medical and Dental Clinics in Kentucky - provides a list of counties and their free health clinics with addresses and phone numbers.

<http://www.freemedicalcamps.com/vcity.php?stateid=KY>

Give Back a Smile - cosmetic dentistry for survivors of domestic abuse

<http://www.aacd.com/foundation/index.asp>

UK School of Dentistry Outreach Program - services in Fayette County and surrounding areas, as well as western Kentucky. Also offers a Hispanic Health Fair in the spring with dental and health screenings and six Saturday dental clinics for children 12 and under.

<http://www.mc.uky.edu/dentistry/service/dentalserv.html>

<http://www.mc.uky.edu/dentistry/service/outreach.html>

<http://www.mc.uky.edu/dentistry/service/vol.html>

List by city of free medical clinics/services in Kentucky:

<http://www.freemedicalcamps.com/vcity.php?stateid=KY>

List of Kentucky low-cost or free dental clinics:

http://www.needhelppayingbills.com/html/kentucky_dental_centers.html

Health Kentucky – Provides aid for Kentuckians who do not qualify for Medicare, Medicaid or have private insurance; eligibility: ages 18-64, U.S. citizen and Kentucky resident, income below poverty and no insurance.

http://www.kyda.org/community_service.html

List of free medical clinics and services throughout Kentucky:

<http://www.freemedicalsearch.org/cit/ky-nicholasville>

List of free community health clinics in Kentucky:

http://www.needhelppayingbills.com/html/kentucky_free_health_care_clin.html

From VSP (Vision Service Plan) - free eye exams and glasses for low-income students:

<http://www.sightforstudents.org/>

United Way 211 - search for information such as medical, shelter, food and employment:
http://uwbq.org/index.php?option=com_content&task=view&id=144&Itemid=5

KCHIP information and application:
<http://kidshealth.ky.gov/en/kchip/>

Information by states for resources available for children with various disabilities:
<http://nichcy.org/>

b. Interstate/ Intrastate

Coordination within the state and with other states is very important in assisting the migrant students. Under section 1304, the SEA is required to use MEP funds to promote interstate and intrastate coordination of services to migrant children. This includes providing educational continuity through timely transfer of pertinent school records and health information. This coordination helps to reduce the effects of educational disruption that a migrant child suffers from due to repeated moves.

- Interstate coordination refers to collaboration of activities undertaken by two or more states to improve the education of migrant children in those states.
- Intrastate coordination refers to efforts involving two or more local operating agencies within a state to improve educational services to migrant children in that state.

Some examples of interstate and intrastate services between local operating agencies and SEAs:

- notifying “receiving” school districts about migrant families who have moved to those districts, this can be done via MSIX
- promoting the exchange of student educational records
- developing academic credit accrual and academic credit exchange programs
- collaborating in the development of summer-term project curriculum
- exchanging teachers and teaching materials
- implementing a dropout prevention program in two or more states
- exchanging information on health screenings and health problems that interrupt a student’s education
- meeting with other states to discuss issues related to MEP

The Office of Migrant Education’s (OME’s) website -- <http://RESULTS.ed.gov> - is funded by the U.S. Department of Education under contract number ED-ESE-10-C-0084. The RESULTS site is intended to facilitate inter- and intra-state coordination to enhance services to the migrant community nationwide. The site provides educators of children of migrant workers with resources and information to assist with MEP administration and implementation.

- news and updates from OME about newly awarded contracts and grants
- information about the 2011 OME Annual Conference: Coordinating to Achieve Results
- links to legislative, policy and guidance documents
- an interactive U.S. map linked to information about each MEP state

VII. Parent Involvement

Parent involvement includes more than just attending parent meetings. Parent involvement consists of meaningful activities, meetings communication in order to help parents actively participate in their child's education and their own learning. Parent involvement is vital for educational achievement of all children. Parents are their child's first teacher.

Advocates can help parents to become involved by:

- increasing the awareness of the value of education and maintaining good grades
- encouraging parents to send students to school well-rested, regularly and on time
- provide parents with the school handbook and stress importance of following dress code, attendance and other policies
- offer trainings or learning opportunities to enable parents to help with homework and to have it returned when it is due
- collaborating with school staff to involve the migrant parents with their child's education
- encouraging parents to read to their children
- offering strategies for teaching early skills such as colors, numbers and letters
- giving parents information about preschool development
- encouraging parents to use other programs such as Head Start and community agencies
- brainstorming with parents to solve problems
- encouraging parents to attend school functions

The Kentucky Migrant Education Program Parent Involvement Plan was developed based on statewide objectives identified by the Commissioner's Parent Advisory Council (CPAC). The objective of the plan is to simply get parents involved in their children's education and their own learning. Parent involvement is vital for the educational achievement of all children. The likelihood of a child becoming successful is substantially increased when parents are active participants in the child's education. Parent involvement begins when parents take an interest in their child's education. Parents are their child's first teacher. Therefore, the following objectives for parental involvement for the MEP staff have been established:

- Relationship building: MEP staff builds productive, personal relationships with parents of all their students.
- Communications: Two-way information flows regularly between MEP staff and migrant parents about the student.
- Decision-making: MEP staff encourages, supports and expects migrant parents to be involved in MEP improvement decisions and to monitor improvement.
- Advocacy: For each migrant student, the MEP staff identifies and supports a parent or other adult who takes personal responsibility for understanding and speaking for the child's learning needs.
- Learning Opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support their children's learning.
- Community Partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

a. Parent meetings

Parents are the child's first teachers, therefore, they know the needs of their children better than anyone and can provide insight into their child's strengths and weakness. Migrant parents can become active members of the migrant program by providing insight into the planning of the migrant education program and assist their child with learning at home. This also will assist parents in understand the program and have informed conversations with MEP and school staff regarding their child's education. When parents participate, they are more likely to become advocates and supporters of the MEP because they have a personal stake in its success.

Migrant education programs should provide opportunities for migrant families to be educated and informed through parent trainings. These trainings should be continuously reviewed and adjusted to meet the needs to the migrant parents. Collaborative training sessions may include the following:

- developing parenting skills
- using positive reinforcement when dealing with children
- being a positive role model
- preparing parents to communicate with school personnel
- preventing drug and alcohol abuse
- nutrition/first aid/CPR and other health topics
- ESL/ adult education classes
- career development education
- maintain education and health information on children
- computer training
- building self-esteem
- managing money
- positive discipline techniques
- how to be a nurturing parent
- building literacy skills

When planning parent meetings, it is also helpful to use the resources and programs that area already in place in your school district (e.g., if Title I has a reading night, invite migrant parents to this event, provide dinner and door prizes; have a short meeting before they leave). Tagging along with other programs is very beneficial. The school promotes attendance to these types of events, and this typically makes the kids want to attend. Sometimes the teachers will provide free homework passes to the students who attend, further enticing the students and families to come.

b. Types of Parent Involvement

Type 1	Parenting	Activities are designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level and help schools obtain information about students.
Type 2	Communicating	Activities focus on keeping parents informed through such things as notices, memos, report cards, conferences about student work and school functions.
Type 3	Volunteering	Activities incorporate strategies to improve volunteer recruiting, training and scheduling.
Type 4	Learning at home	Activities allow coordination of schoolwork with work at home (e.g., goal setting, interactive homework).
Type 5	Decision making	Activities are designed to solicit the voice of parents in decisions about school policies and practices.
Type 6	Collaborating with the community	Activities acknowledge and bring together all community entities (e.g., with the community businesses, religious organizations) with a vested interest in the education of young adolescents.

Pate, P. E., & Andrews, P. G.(2006). Research summary: Parent involvement. Retrieved [April 27, 2011] from <http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx>

c. Parent Advisory Council

The Migrant Education Program is required (by federal regulations) to establish and maintain a method of meaningful parental involvement on a statewide basis. At the district level, the preferred method to establish meaningful parental involvement is the Parent Advisory Council (PAC). Parents need to be given the opportunity for input into the development, implementation, planning, operation and evaluation of the MEP programs and projects in which their children participate. In order to have a successful PAC, the advocates should follow these steps:

- Know your parents. (Which ones can you depend upon? Who is supportive?)
- Make regular home visits. (Show them that you are interested. Then they will want to be as well.)
- Solicit the recruiters support to encourage newly recruited parents to attend upcoming meetings.

- Offer reasonable incentives to encourage parents to attend (such as door prizes or food).
- Advertise meetings through school, family resource centers and other agencies.
- Have a good agenda (invite agencies to provide trainings and to discuss specific services they can offer).
- Ask parents for opinions and/or input to improve both meetings and the overall program.
- Have a set of bylaws, a mission statement and a goal developed by the parents.

The SEA and LEA must consult the PAC about the comprehensive needs assessment of the migrant students being served and the design of the comprehensive service delivery plan.

Q: How may a local operating agency facilitate effective participation of PAC members at a meeting?

A: Agencies should provide parents the meeting location, time and agenda well in advance. Meeting times should be convenient for parents and accommodate their work schedules. Transportation, childcare or other reasonable and necessary costs may be provided to facilitate attendance. Meeting agendas, minutes and other materials should be in a language and format that parents understand. Meeting rules should support open discussion.

Q: May MEP funds be used to pay the reasonable and necessary expenses that PAC members incur to attend PAC meetings?

A: Yes.

Q: May MEP funds be used to compensate PAC parent members for lost wages incurred to attend PAC meetings?

A: Yes. If necessary, MEP funds may be used to reimburse PAC parents or guardians of eligible migrant children for lost wages incurred in attending a PAC meeting.

Membership

Who can be a member of the PAC? Parents or guardians of eligible migrant children and individuals who represent the interests of such parents are eligible to serve as PAC members.

The SEA and local operating agencies should try selecting PAC members that represent a range of migrant parents. There are several ways in which to select these parents, including election, appointing and nominations. Sometimes elections are not possible due to the mobility of the families, therefore nominations or appointing volunteers may be easiest. The most important thing is that when selecting members, SEA and local operating agencies should provide for maximum parental participation.

VIII. Summer School/ Intercessions

a. Definition of Terms

Summer School

Summer school for migrant children is a requirement of the program. These services should be offered for all migrant children, but especially those that are most academically at risk of failing or dropping out of school. Advocates are responsible for gathering data and input from the classroom teachers. The information is to be used by the advocates to develop a summer school project. This project can be totally funded with migrant funds or combined with other program funds. When funds are combined, a more comprehensive summer project can be formed. Potential partners in a summer project are Extended School Services, family resource centers, Title I and community agencies.

Each program should plan to have students engaged for 80 hours during the summer, either with an on-site program, in-home program, through independent reading programs, parent programs or field trips. All of the programming should incorporate reading, math, science and writing in some capacity. Meals or snacks should be provided to the children in attendance, and this can be accomplished through federal summer food service programs (see resource section.) There should be a parent component to the program. There needs to be at least one field trip planned and executed. At the conclusion of the summer program, a final report must be completed and turned into the Regional Office.

A suggestion is to have individual student reports to show the curriculum used and progress made by each student. These reports also could be forwarded to the teacher of the student for the next school year.

Below are some options of how you can accomplish 80 hours of engagement.

- All On-Site Program
 - 8 a.m. – 2 p.m. (one hour for meals) = five hours of engagement
 - five hours/day X four days/week X four weeks= 80 hours
 - one field trip and one parent program
- Combination Program 1
 - On-Site: five hours/day X four days/ week X two weeks= 40 hours
 - In-Home: two hours/day X two days/week X three weeks= 12 hours
 - Independent Reading: 30 min/day X seven days/week X six weeks= 21 hours
 - Field Trip (one): five hours
 - Parent Program (two) four hours
- Combination Program 2
 - In-Home: three hours/day X three days/ week X five weeks = 45 hours
 - Independent Reading: 30 min/ day X seven days/ week X six weeks= 21 hours
 - Field trip (two): 10 hours
 - Parent Program (two): four hours

Intercession

Some schools operate on an “alternative calendar.” During intercessions, children can be given the opportunity to enhance their academic performance. They do this through remedial coursework and enrichment experiences for migrant children to work on deficient academic skills or to participate in enrichment activities. Advocates should talk with school officials and classroom teachers to allow migrant children to participate in an intersession period.

IX. Policies

a. Consolidated plan/budget

Consolidated planning is a collaborative process by which school districts and schools assess and prioritize needs, establish goals to address priority needs, develop objectives, and develop strategies and activities for achieving objectives. The consolidated planning process must involve all stakeholders (including teachers, parents, community representatives, school administrators and specific program representatives) to ensure high standards and a high-quality education for all children. The migrant advocate should make every effort to become involved in the consolidated planning process to ensure that the needs of migrant children are addressed.

Each school district that has a migrant program must include a program budget in its Consolidated Plan. It is important that advocates have input into their districts' budgeting process for migrant education. Budgets should be prepared by using assessment data collected about the program to make informed decisions about how the available money should be spend. Budgets will consist of MUNIS codes covering various kinds of planned expenditures.

Advocates should familiarize themselves with the MUNIS budgeting codes and work with their supervisor or local contact person in the preparation of the budget. Advocates should be aware that no program expenditures can be made unless the approved Consolidated Plan budget includes the code(s) covering a proposed expenditure(s) or unless a budget amendment is complete and approved prior to making expenditures for items in budget codes that are not a part of the existing budget. If advocates are unsure about expenditures, they should consult their immediate supervisor or the district finance person.

b. Local district policy

Advocates whose salaries, benefits, travel and other expenses are paid by the migrant program shall follow the policies of the school districts where they are employed. Sometimes the regular 8 a.m. - 4:30 p.m. schedule does not fit and therefore must be modified. These schedules usually need to be changed in order to accommodate home visits or to contact migrant parents who work during the normal work day and are only available in the evening hours or on weekends. School districts are encouraged to offer flexible schedules to migrant staff in order to decide on a schedule that best meets the needs of the migrant families.

c. Contact

Contacts with School Personnel

Advocates are the most visible staff persons in the migrant program. It is important that they gain the respect of the others in the school district. For this reason, advocates must maintain

contact with others within the school district who touch the lives of migrant children. Most importantly, advocates must remain in close contact with teachers and principals. Advocates must demonstrate to teachers that they can offer services with academic problems and other situations that affect migrant children. Advocates should be visible in areas where teachers gather. Stay in constant contact with teachers by leaving messages in their mailboxes, setting up scheduled times to meet and offering to meet with parents during parent/teacher conferences.

Contacts with Migrant Children

The advocate's main role is to make sure the children succeed in school. These children are no different from non-migrant students in that they need to know that someone genuinely cares about them and is there to assist them. Advocates should make regular contacts with the children. They should not just enroll children into the program and never see them again. Advocates should be visible in the school building if possible and visit the children in the classroom, counselor's office or the lunch room. When meeting with the children, always remain positive at every opportunity. Give the child a pat on the back, smile and be attentive to what they want when speaking to you.

X. Evaluations/Reviews

a. Monitoring review of programs

In order to make sure the MEP is effective; evaluation needs to be done constantly. What exactly is an evaluation? An evaluation is a way to systematically and methodically collect information about a program or some aspect of a program in order to improve the program or make decisions about the worth of the program. The state is required to evaluate the effectiveness of the migrant program and provide guidance to the regions and districts on how to conduct local evaluations. The purpose of the evaluation is to show the state a snapshot of its program, to determine if there are deviations from the program guidelines and to provide assistance. Evaluations are important since they allow the local operating agencies and the state to:

1. determine the effectiveness and document the impact on migrant children
2. improve program planning by comparing effectiveness of different types of interventions
3. determine the degree to which programs are implemented as planned and identify problems that are encountered in program implementation
4. identify areas in which children may need different MEP services

During these reviews, advocates will be expected to provide the following:

- roster of families and children assigned to their caseload
- a log of services, referral and follow-up activities provided for the migrant children and OSY
- evidence that they have established a network of resources and are actually using those resources
- evidence they are monitoring student achievement and attendance on a regular basis
- evidence of regular contact with teachers and principals responsible for achievement of migrant children
- evidence that a local Parent Involvement Council (PAC) or other systematic means for parent involvement exists and is functional
- evidence that they are conducting an annual assessment of the children's needs
- evidence they are exhausting all other resources before utilizing migrant funds to provide non-student related support and social services
- evidence that teachers have been consulted about each child's academic needs for summer school, that summer services are offered to each child and that each child has at least one academic goal for the summer school period
- evidence that a summer school evaluation has been completed by summer school teachers and the evaluation has been shared with regular classroom teachers
- evidence to document mileage and time/effort for the migrant program

b. Program Implementation vs. Program Results

Two types of evaluations the state must conduct include:

- an evaluation that examines program implementation
- an evaluation that examines program results

Program Implementation

Typically, this type of evaluation is conducted while the program is in operation in order to provide information on how the program may be improved. A local operating agency may want the state to investigate whether a new or redesigned project is being implemented effectively. The evaluator may use surveys to answer some of the questions about the project. Evaluations that examine the program implementation also provide early feedback to administrators who use the information to improve or strengthen the project by reallocating resources, including time and money into the most productive use. Examples may be to strengthen administrative support, changing instructional materials or changing inefficient and burdensome operating procedures.

Program Results

This type of evaluation looks at the program results for the purpose of making judgment regarding the worth of a program or some aspect of a program. The state may want to make sure that the particular instructional or support service model that has been around for a long time is still achieving the desired results. State officials also may want to compare the results of several interventions.

c. Reports and Forms

Migrant Education Reports/Forms

The completion of certain reports is both necessary and required for proper administration of the migrant program. The advocate provides the data for completing the following reports:

Required

- **Mass Enrollment Report** is a report identifying those migrant participants enrolled at the beginning of school (completed during September).
- **Migrant Education Withdrawal Form** is a form completed for each child at the time of withdrawal from the program (EOE, graduation or GED, moving out of the district, turning 22 years of age, end of each regular school term and summer school/intersession periods, and death). The form requests information on the types of services provided (Support, Instructional and Secondary Credit).
- **Migrant Summer School/ Intersession Enrollment/Withdrawal Report** is a report indicating enrollment or withdrawal from summer school/intersession and services provided by Migrant Education. It is completed within two weeks after the summer school/intersession has ended.

- **Activity Reports of Services** is a report to inform district administrators, school personnel and other interested parties of the services provided by Migrant Education. Possible examples include: number of enrolled and withdrawn; types and number of referrals; efforts of collaboration; types of training sessions attended; and positive notes and suggestions. This report should be updated at least quarterly.

It is vital to the Migrant Education Program that recordkeeping be correct and updated in an efficient manner. The advocate or other migrant staff either completes or provides the data for completing the following required reports and forms:

Report/Form	Content	Purpose	Due Date
Migrant Education Mass Enrollment Report	Migrant participants actively enrolled on the first day of the school year. The following information is included in the report: District Name, Migrant Personal, Date Completed, Student Name, Birth Date, EOE Date, Previous Grade, Previous Facility, New Enrollment Date, New Grade and New Facility.	The Mass Enrollment report serves as a beginning record of migrant participants currently in the program on the first day of school. The report confirms all active participants and provides the migrant staff with pertinent information concerning the students they will be serving during the school year.	Within two weeks from the first day of school
Migrant Education Mass Withdrawal Report	<p>Migrant participants actively enrolled on the last day of school are withdrawn from the regular school year. The following information is included in the report: District Name, Migrant Personal, Administrative Contact, Date Completed</p> <p><u>Student Data:</u> Student Name, Birth Date, Grade, Withdrawal Date, Days Enrolled, Days Present, EOE Date, Graduated, M9 (ECE Student)</p> <p><u>Education Interrupted:</u> educational history of two or more schools in one school year, entering late in school, withdrawal early from school</p> <p><u>Academically At Risk:</u> scored Novice on state assessment in math/reading, English language deficient in two or more areas, grades of a D or F for grades 4 – 12 and below grade level in primary grades</p> <p><u>Supplemental Instruction:</u> Migrant or other agencies provide additional educational instruction outside the regular classroom for math, reading or Core Content areas.</p> <p><u>Supportive Services:</u> provided by migrant staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services</p>	The Mass Withdrawal Report verifies all the migrant participants enrolled in the program over the course of the school year. The report serves as an end-of-the-year collection of student data that reveals demographics, educational background, needs and also the services provided through the migrant program and other educational and community agencies.	Within two weeks from the last day of school

Report/Form	Content	Purpose	Due Date
	by migrant staff to other agencies within or outside of the school system		
Migrant Education Summer School/ Intersession Enrollment and Withdrawal Report	<p>Migrant participants actively enrolled and participating in the migrant summer school/intersession program. The following information is included in the report: District Name, Migrant Personal, Date Completed.</p> <p><u>Student Data:</u> Student Name, Birth Date, Enrollment Date, Grade, Withdrawal Date, Number of Days Enrolled, Number of Days Present, EOE Date, Drop Out or Graduated, M9 (ECE Student)</p> <p><u>Supplemental Instruction:</u> Indication of instruction provided to participant for Math, Reading or other content areas by Migrant Summer School Program or other summer school sessions in which the students participate.</p> <p><u>Supportive Services:</u> provided by migrant summer school staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services by migrant staff to other agencies within or outside of the school during the migrant summer school/intersession program.</p>	The Summer School/Intersession Enrollment and Withdrawal Report indicates the migrant participants enrolled and participating in summer school/ intersession activities offered through the Migrant Summer School Program or other summer school sessions to which they are referred. At the end of the summer school program, the migrant students are withdrawn. This report contains evidence of educational instruction and services provided to the migrant participants during the summer school/intersession program.	Within two weeks after the summer school session has ended
Migrant Education Health Report	Migrant participants enrolled in a public school must be up-to-date on immunizations and health exams as required for school enrollment in Kentucky. The following information is included in this report: District Name, Advocate Name, Date Completed. Student Name, Birth Date, name of school in which they are enrolled, indication of up-to-date immunizations and health exams that are on file in the school the student attends.	The Migrant Health Report confirms that each migrant student currently enrolled in a Kentucky public school has health records on file at the school site verifying up-to-date immunizations and health exams. This report is submitted to the Regional Migrant. Some offices require it to be printed on colored paper.	January 31 st
Migrant Education Testing Report	Includes state assessment scores for reading and math of migrant participants actively enrolled in the program during the state assessment window. The following information is included in this report: District Name, Advocate Name, Testing Window Date,	The Migrant Testing report shows individual migrant students' test scores in the areas of reading and math.	October

Report/Form	Content	Purpose	Due Date
	<p>Date Completed</p> <p>Student Name, School Year, Grade Level of student, Score of Novice, Apprentice, Proficient or Distinguished for Reading and Math</p>	<p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	
	<p>Migrant participants concluding enrollment in the migrant program or moving to a different school site within the same district. The following information is included in this report:</p> <p>Name of District, Student Name, Migrant Personnel</p> <p><u>Student Data</u>: Grade, Withdrawal Date, Number of Days Enrolled, Number of Days Present, Indicate EOE, Drop Out or Graduated, Age, M9 (ECE Student)</p> <p><u>New School Enrollment Within District</u></p> <p>New School Name, Date Enrolled</p> <p><u>Education Interrupted</u> : Educational history of two or more schools in one school year, entering late in school, withdrawal early from school</p> <p><u>Academically At-Risk</u>: scored Novice in reading or math on the state assessment; scored below 50 percent in reading or math on the CTBS/5; deficient in one or more areas of English language on ACCESS Assessment; received a grade of D or F in math, reading or Core Content areas for grades 4-12; below grade level in reading, math or Core Content areas</p> <p><u>Supplemental Instruction</u>: indication of instruction provided to student for math, reading or other content areas by Migrant Summer School Program or other summer school sessions in which the students participate</p> <p><u>Supportive Services</u>: provided by migrant staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services by migrant staff to other agencies within or outside of the school system</p> <p><u>Secondary Credit</u>: summary of secondary students; Length of Term, Term, School Year, Subject, Course Name, Grade Level, Letter Grade and Credit Received</p>	<p>The Migrant Education Student Withdrawal Form is completed when the participant is no longer eligible to be actively participating in the migrant program.</p> <p>A withdrawal form will be completed for any of the following events:</p> <ul style="list-style-type: none"> • moves out of the school district • moves to another school site in the same district <p>Eligibility Time Ends</p> <ul style="list-style-type: none"> • EOE graduates high school • Age Out – turn 22 years old before eligibility ends • end of each regular school term and summer school/ intersession terms • death <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	<p>Upon receiving information that the participant is no longer eligible for the program</p>

Report/Form	Content	Purpose	Due Date
Migrant Education Needs Assessment	<p>Intake information on newly enrolled migrant participants. The following information is included in this report: Date, District, Student Name, Date of Birth, Qualifying Arrival Date, Parents Identified as LEP</p> <p>Identify participant as Preschool (3-5 years old) and Needs</p> <p>Identify participant as K-12 Student and Needs</p> <p>Identify participant as Out of School Youth and Needs</p>	<p>The Migrant Education Needs Assessment Form is used to gain information about the individual's needs upon entering the program. Based on the intake information, the migrant staff will determine how to best serve the migrant participant.</p> <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	Within two weeks of completing the COE
Migrant Education Change of Information Form	<p>Information originally submitted to the Migrant Education staff changes. The following information is included in this report: Name of Family or Students</p> <p>Current Incorrect Information on record with the Migrant Program, Correct Information, Migrant Representative Signature, District Name</p>	<p>The Migrant Education Change of Information Form is essential for maintaining current demographic information on active participants enrolled in the program.</p> <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	Upon receiving current information from Migrant participants
Migrant Education Activity Report/Log of Services	<p>Report or log of activities or services provided to migrant participants during their enrollment in the migrant program</p> <p>Daily reports/logs should be kept by each migrant staff member recording current number of enrolled and withdrawn participants, daily activities, services, referrals, training sessions, efforts of collaborations, meetings and any other information pertinent to the Migrant Education Program.</p>	<p>The Migrant Education Activity Report/Log of Services is necessary to inform migrant regional and state agencies, district administrators, school personnel and other interested parties of the services and activities provided by the Migrant Education Program. It also serves as a monitoring tool for each migrant staff member's role and responsibility to the Migrant Education Program.</p>	

XI. Resources

Having adequate resources and being a good collaborator are critical to the advocate's role of being a problem solver. It is the advocate's responsibility to provide families with a variety of resources for the purpose of seeking solutions to problems facing families in crisis. A good idea is for the advocate to compile a list of names and phone numbers of local, state and national organizations and agencies that offer services to migrant families. The advocate refers families to the appropriate agency. After a referral is made, the advocate **MUST** conduct a follow-up to determine if the situation has been resolved or if further action is needed. Documentation of the referral and follow-up are noted in the advocate's daily log. Some problems may not be solved, but the advocate should exhaust all resources trying to find a solution. Advocates should always be looking for new resources to add to their list. Attending interagency meetings on a regular basis will enhance an advocate's collaboration with these agencies and organizations. The following is a list of resources that will help you get started.

Local

Food Assistance - food pantries, American Red Cross, community based services, faith-based organizations, soup kitchens

Adult Education - learning centers, Even Start, GED, ESL, local colleges

Health Services - local health departments, local counseling centers, home health, community-based services, hospice services

Housing - government housing, U.S. Department of Housing and Urban Development (HUD), rentals and homeless shelters

Medical Assistance - community-based services, doctors, dentists, local hospitals, county health department, county school nurse and nurses' aides

Disability Services - mental health services/physically challenged

Education - local schools, preschool programs, county extension offices, Head Start, Family Resource/Youth Services Centers

Financial Assistance - American Red Cross, faith-based organizations, winterization and heating programs

Emergency Numbers - fire, local and state police, ambulance and hospital

Community Services - American Red Cross, homeless shelters, Family Resource /Youth Services Centers, adult day care, county farm service, emergency assistance program, teen centers, conservation services, Safe Place

Transportation - local emergency transportation (e.g., R-TEC, TARC)

Jobs Training Partnership Act - Youth Employment

Clothing – faith-based organizations, Goodwill

Child Care Services- day cares, preschools, Head Start

State

Kentucky Department of Education- Migrant Education Office, (502) 564-3791

Kentucky Migrant Legal Services Project (KMLSP) - (800) 644-3370

Frankfort Habilitation, Inc. - (502) 227-9529; provides free brochures on dozens of subjects such as nutrition, Your Growing Child, About Sickle Cell Trait/Anemia, How to Help Your Child Grow, Pregnancy/Baby, Pregnancy/Family Planning and many others

National Hotline Numbers

National Migrant Education Hotline - (800) 234-8848 (Emergency Assistance)

Parent Flyers are available in Spanish and English at ESCORT, (800) 451-8058.

Disease Control and Prevention for Hispanics - (800) 232-0233

National Cleaning House for Bilingual Education - (800) 321-NCBE (6223)

Child and Adult Abuse Reporting - (800) 654-6200

Child Support Information - (800) 248-1163

Employer Job News Line - (800) JOB-NEWS (562-6397)

Commission for Handicapped Children - (800) 232-1160

Children's Safety Network, Rural Injury, National Farm Medicine - (800) 662-6900

Vital Check Network (documents such as birth, death, marriage certificates) - (800) 669-8310

a. Medical Services

<http://www.freemedicalsearch.org/cit/ky-nicholasville>

List of free medical clinics and services throughout Kentucky

http://www.needhelppayingbills.com/html/kentucky_free_health_care_clin.html

List of free community health clinics in Kentucky

<http://www.sightforstudents.org/>

From VSP (Vision Service Plan) - free eye exams and glasses for low-income students

<http://www.hispanichealth.org/default.aspx>

National Alliance for Hispanic Health

http://uwbg.org/index.php?option=com_content&task=view&id=144&Itemid=5

United Way 211 - search for information such as medical, shelter, food, employment

<http://kidshealth.ky.gov/en/kchip/>

KCHIP information and application

<http://www.touchedtwiceunited.org/#>

Touched Twice - check out the locations for Kentucky.

<http://nichcy.org/>

Information by states for resources available for children with various disabilities

First Aid

<http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex>

<http://www.first-aid-product.com/pgFirstAidGuide.htm>

<http://www.thebreakingnews.com/files/articles/band-aid-guide.pdf>

Hand Washing

<http://www.hardydiagnostics.com/articles/Hand-Washing.pdf>

http://www.therenalnetwork.org/5Diamond/5D_docs/HW-7.pdf

HSRA (Health Resources and Services Administration "Health Center Program")

<http://www.hrsa.gov/index.html>

National Center for Farm Worker Health (NCFH)

<http://www.ncfh.org/>

South Eastern Medical Interpreters Association (SEMIA)

<http://www.semia.net/>

b. Naturalization Websites

<http://www.uscis.gov/files/article/M-476.pdf>

A Guide to Naturalization

<http://www.uscis.gov/portal/site/uscis/menuitem.749cabd81f5ffc8fba713d10526e0aa0/?vgnextoid=3f40d63b1a43b210VgnVCM100000082ca60aRCRD&vgnnextchannel=3f40d63b1a43b210VgnVCM100000082ca60aRCRD>

Information in Chinese, Spanish, Tagalog and Vietnamese
Customer Service Phone Number: (800) 375-5283

<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=a5479ddf801b3210VgnVCM100000b92ca60aRCRD&vgnnextchannel=a5479ddf801b3210VgnVCM100000b92ca60aRCRD>

A Guide for New Immigrants written in a variety of languages including Spanish, English, Arabic, Chinese, French, Haitian Creole, Korean, Polish, Portuguese, Russian, Somali, Tagalog, Urdu, Vietnamese

<http://www.uscis.gov/portal/site/uscis/menuitem.e8b24a3cec33ca34c48bfc10526e0aa0/?vgnextoid=a4653ab7b8f3b210VgnVCM10000025e6a00aRCRD&vgnnextchannel=b9563ab7b8f3b210VgnVCM10000025e6a00aRCRD>

Immigration Direct

<http://www.immigrationdirect.com/?gclid=CMbT1euq8qkCFdcN2godJlIPbQ>

This site provides information about U.S. citizenship, green cards and U.S. visas.

Asistaonline.org

<http://www.asistaonline.org/>

This site includes links to various sites concerning visas, immigration and citizenship.

File Right

<http://www.fileright.com/U-S-Citizenship/Become-a-U-S-Citizen-Form-N-400.html>

This site includes a quiz you can take to see if you qualify for naturalization. There is also a list of several USCIS forms with a description, purpose and common uses about each one. There is also information about renewing or replacing your green card.

Catholic Legal Immigration Network, Inc. (CLINIC)

<http://cliniclegal.org>

This program is designed to enhance and expand the delivery of legal services to indigent and low-income immigrant families through diocesan immigration programs and to meet the immigration needs identified by the Catholic Church in the United States. In 1988, the United States Conference of Catholic Bishops (USCCB) established CLINIC as a legally distinct organization that supports the rapidly growing network of community-based immigration programs. It has increased over the years to include more than 201 diocesan and other affiliated immigration programs with 290 field offices in 47 states. They serve around 600,000 low-income immigrants each year. Since 1997, CLINIC has helped more than 100,000

people apply for citizenship, helped about 12,000 refugees and asylees apply for green cards and provided immigrants with over 15,000 hours of English language instruction.

Four are in Kentucky:

Louisville

Catholic Charities of Louisville
Diocese: Louisville Archdiocese
Department: Immigration Legal Services
Website: <http://www.catholiccharitieslouisville.org>
Address: 2911 South Fourth Street
Louisville KY 40208-1397
Phone: (502) 637-9097

Lexington

Kentucky Equal Justice Center
Diocese: Non-Catholic
Department: Maxwell Street Legal Clinic
Website: <http://maxlegalaid.kyequaljustice.org/>
Address: 315 Lexington Avenue
Lexington KY 40508-3029
Phone: (859) 233-3840

Erlanger

Cristo Rey Parish
Diocese: Covington
Department: Centro de Amistad of Cristo Rey parish
Website: <http://amistadkentucky.org/modules/wfchannel/>
Address: P.O Box 18400
Erlanger KY 41018-
Phone: (859) 538-1180

Bowling Green:

Catholic Charities of Owensboro
Department: Office for Hispanic Ministry
St. John's Parish
Bowling Green KY 42101
(270) 842-2525

http://cliniclegal.org/sites/default/files/FeeWaiverForm_Instructions_0_0.pdf

Link to the CLINIC fee Waiver Application form. This is a way that undocumented migrants can become naturalized, thus becoming U.S. citizens.

Migrant Legal Action Program

<http://www.ml原因.org/>

The Migrant Legal Action Program (MLAP) has provided legal representation to migrants and seasonal farm workers for more than 35 years. This organization works to enforce rights,

policies affecting working and housing conditions, education, health, nutrition and general welfare.

Green Cards- 11 ways to get one

<http://www.visapro.com/Green-Cards.asp>

United States Green Card Lottery Service

<http://www.migrant.org/>

Kentucky Dream Coalition

<http://mykdc.wordpress.com/about/>

Dream Act Portal

<http://dreamact.info/>

Mexican Embassy and Consulates in the United States

<http://www.vec.ca/english/10/consulates-usa.cfm>

c. OSY Helpful Websites

Solutions for Out of School Youth

<http://www.osymigrant.org>

Drivers License

The Kentucky's Driver's Manual

http://kentuckystatepolice.org/pdf/2006_ky_drivers_manual.pdf

Parents Guide for First Time Drivers

<http://gdl.kytc.ky.gov/parent%20guide.pdf>

Education

Kentucky Adult Education/ GED information

<http://www.kyae.ky.gov/students/ged.htm>

HEP and CAMP

<http://www.hepcamp.com/>

English Placement Exam

<http://www.tolearnenglish.com/test-de-niveau-anglais-grammaire.php>

Reaching Out of School Youth with Reproductive Health and HIV/AIDS Information and Services

http://www.nabuur.com/files/attach/2008/07/task/doc_46c66a870ff5c.pdf

Kentucky Child Now/Kentucky Out-of-School Alliance

<http://www.kychildnow.org/index.php/coordination/kyosa>

CAMP Schools (none in Kentucky)

Migrant Students.org - U.S. CAMP directory
<http://www.campaa.org/campcolleges.html>

The National HEP and CAMP Association
<http://www.hepcamp.org>

New Mexico State University – must be a U.S. citizen or have permanent residence to apply
<http://web.nmsu.edu/~camp>

Michigan State University
<http://mss.msu.edu/camp>

Oregon State University
<http://oregonstate.edu/dept/camp>

Portland Community College
<http://www.pcc.edu/resources/camp>

Life Skills

<http://www.migrant.net/migrant/Finanza/index.htm>

How to Write a Check
<http://www.squidoo.com/how-to-write-a-check>

Using Banks in the United States
<http://www.migrant.net/migrant/finanza/usbanking-eng.pdf>

How to Fill Out a Money Order
<http://www.wikihow.com/Fill-Out-a-Money-Order>

Budgeting Worksheets
<http://www.budgetworksheets.org/>
http://frugalliving.about.com/od/moneymanagement/a/Budget_Form.htm
<http://www.moneyandstuff.info/budgetworksheet.htm>

d. English Learners' Resources

ESL Kids Stuff
<http://www.eslkidstuff.com/>

Tennessee Opportunity Program - English in Minutes

<http://www.tnoppportunityprograms.org/English%20in%20Minutes1.html>

Activities for ESL Students

<http://a4esl.org/>

Migrant ESL Resource Booklet

<http://www.lsa.umich.edu/UMICH/eli/Home/Instruction/Migrant%20Workers/MigrantESLResourceBookletComplete.pdf>

ESL Classroom Materials and Strategies

Cummins, Jim. English as a Second Language Resource Handbook: A Practical Guide for K-12 ESL Programs. Thousand Oaks. CA: Corwin Press, Ins. (A Sage Publishing Company, 1993, 1995- 2nd printing.)

Cummings, Jim. ESL: Accelerating English Language Learning. Scott Foresman, 1996. Grades 1-8.

Graham, Carolyn. Jazz Chants for Children. (Books and tapes) New York: Oxford University Press, 1979.

National Research Council. Preventing Reading Difficulties in Young Children, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Eds. Washington D.C.: National Academy Press, 1998.

Tabors, Patton O. One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language. Baltimore: Paul H. Brooks Publishing Co. 1997.

Publishing Companies for Bilingual Dictionaries

Langenscheidt Publishers, Inc. New York

46-35 54th Road

Maspeth NY 11378

Phone (178) 784-0055

Phone for orders: (800) 423-6277

orders@langenscheidt-education.com

Hippocrene Books, Inc.

171 Madison Ave.

New York NY 10016

orderdept@hippocrenebooks.com

National Textbook Company

4255 West Touhy Avenue

Lincolnwood IL 60646-1975

Phone for Orders: (800) 323-4900

Fax orders: (800) 998-3103

ESL Resource Organizations

National Clearinghouse for Bilingual Education (NCBE)
The George Washington University Center for the Study of Language and Education
2011 Eye Street NW, Suite 300
Washington DC 20006
(202) 467-0807
Fax: (202) 467-4283
E-mail: askncbe@ncbe.gwu.edu

National Clearinghouse for ESL Literacy Education
1118 22nd Street NW
Washington DC 20037
Phone: (202) 429-9292
Fax: (202) 659-5641

Ensuring Academic Success for Limited English Proficiency Students
The George Washington Center for Equity and Excellence in Education
1730 North Lynn Street, #400
Arlington VA 22209
Phone: (703) 528-3588
Fax: (703) 528-5973
E-mail: dmckeeon@ceee.gwu.edu

Teachers of English to Speakers of Other Languages (TESOL)
1925 Ballenger Avenue, Suite 550
Alexandria VA 22314-6820
Phone: (703) 836-0774 or (888) 547-3369
Fax: (703) 836-7864 or (703) 836-6447
E-mail: infor@tesol.org

National Association for Bilingual Education (NABE)
8701 Georgia Ave. Suite 611
Silver Spring MD 20910
Phone: (240) 450-3700
Fax: (240) 450-3799
E-mail: c_torres@nabe.org

Office of Bilingual Education and Language Minority Affairs (OBELMA)
600 Independence Avenue SW
Washington DC 20202-6510
E-mail: obemla@ed.gov

Kentucky Department of Education
English as a Second Language
Capital Plaza Tower
500 Mero Street
Frankfort KY 40601
(502) 564-2672

Ohio Valley Educational Cooperative
100 Alpine Drive
Shelbyville KY 40066
(502) 564-2672

Other ESL Resources

Multi-Cultural/Spanish
PO Box 6956
Vista CA 92985
Spanish/English Reference Book
Book #275-00-1
Phone: (760) 726-6498

“Help! They Don’t Speak English”
ESCORT
State University of New York
Bugbee Hall, Room 304
Oneonta NY 13830
Phone: (800) 451-8058
Fax: (607) 436-3606

Immigration Made Simple and Citizenship Made Simple
Next Decade, Inc.
39 Old Farmstead Road
Chester NJ 07930
E-mail: nexdec@aol.com

For information about ESL endorsements to teacher certificates, contact the Education Professional Standards Board at (502) 564-4606.

e. Summer Resources

Summer Food Service Program
<http://www.summerfood.usda.gov/>

Call the National Hunger Hotline at (866) 3- HUNGRY (348-6479) or (877) 8-HAMBRE (842-6273) for information on where to find summer sites in your area, as well as additional food assistance information.

Summer Food Services for Migrant Families
<http://www.fns.usda.gov/cnd/summer/library/Migrant.pdf>

Report of Children Eligible for Free or Reduced-Price Meals
<http://scn.ky.gov/summer/report.htm>

Summer Food Service Program - PowerPoint (Children eligible for this program must be under 18 years of age.)

<http://scn.ky.gov/summer/presentations/SFSP%20Outreach.pdf>

National Summer Learning Association

<http://www.summerlearning.org>

Summer Learning Activities

<http://www.summerlearningactivities.com/sla/default.aspx>

This site has an Endangered Earth Program for grades K-3 and an All Over the World Program for ages 9-12.

ETA Cuisenaire

<http://www.etaquisenaire.com/index.jsp>

This site uses the Vera Tiles to help students self check their math and reading skills.

Teacher Created Materials publishing

<http://www.teachercreatedmaterials.com/>

This site uses take-home backpacks.

Federal Deposit Insurance Corporation (FDIC)

<http://fdic.gov/consumers/consumer/moneysmart/index.html>

This site provides young adults with free lessons and resources about money smarts.

The Writers' Center of Indiana

<http://www.indianawriters.org/>

Dr. Judy Willis - Brain Friendly Learning

<http://www.radteach.com/>

Reading Rockets

<http://www.readingrockets.org/>

Thinkfinity

<http://www.thinkfinity.org/>

Thinkfinity is a partnership of Verizon Foundation and its content partners. This site includes free educational resources across seven disciplines as well as parent materials and at-home activities for kids.

Read, Write, Think

<http://www.readwritethink.org/>

Summer 2011 Reading List

http://www.readingrockets.org/content/pdfs/buyingguide/2011summer_allages.pdf

This site is organized by age/grade level and includes the title and author of the book.

The National Children's Book & Literacy Alliance
<http://thencbla.org/>

f. Preschool Resources

Free Books for Children

Children need to be exposed to books and reading. Advocates can provide books for the migrant families so the children understand how to open the book, where the words are and which way to read. These are important concepts that can be easily taught.

First Book is a national nonprofit that has provided more than 50 million new books to children in need. These books are free to programs that can pick them up or just 25 cents per book to have them shipped. <http://www.fbmarketplace.org/>

Reading Rockets is a site that has a list of national book giveaway programs that would be very beneficial for advocates. Some of the sites include: Heart of America Foundation, Library of Congress Surplus Books Program, Lisa Libraries, the Literacy Empowerment Foundation, Reach Out and Read (ROR) and Reading is Fundamental (RIF).
<http://www.readingrockets.org/article/57/>

LEF Books - The Literacy Empowerment Foundation includes several pre-K books you can buy and use with some of migrant preschool children. LEF provides inexpensive children's books.
http://www.lefbooks.org/matching_book_grants/

Scholastic Literacy Partnership - Reduced prices for books, no shipping and handling charges and 10 free book bonuses with every \$150 spent.
<http://teacher.scholastic.com/products/literacypartnerships/index.asp>

Literacy Resources

Literacy covers a lot of different topics that can be used for the preschool students. For example, identifying colors, numbers and letters would be activities to use for this age.

Baby Bumble Bee is a site that includes free teaching tools you can print and use right away. There are number posters from 1-20, alphabet posters and a vocabulary builder. There are also number flash cards from 1-25. This site would also be valuable for kindergarten students as well.
<http://www.babybumblebee.com/funtastic.cfm?gclid=CMj4u5upv6gCFQmt7Qod82J7ow>

Toddle Toons
<http://www.toddletoons.com/index.htm>

Disney Jr.
<http://disney.go.com/disneyjunior>

Helping Your Child Learn To Read

http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html#startyoung

Pauly's Playhouse Game Page

http://www.paulysplayhouse.com/paulys_playhouse/game_page/game.html

Star Fall: This site has a calendar to help preschoolers identify the days of the week. There are also books that can be read aloud to children. The site also has pictures that correspond to all the letters of the alphabet.

www.starfall.com

Letter of the Week Preschool Curriculum: This is a neat site that shows exactly what to teach preschoolers week by week from recognizing colors, numbers, letters and shapes to letters of the week and sounds of the week. It also includes some kindergarten ideas that could be beneficial as well.

<http://www.letteroftheweek.com/index.html>

Alphabet Theme

When working with preschoolers, one approach is using a thematic approach. When using a thematic approach it puts everything together so children can easily relate one subject to another. Using the alphabet is a perfect way to incorporate different skills. There are several Internet sites that use the alphabet and provide a variety of crafts, games, recipes, and other activities that are educational for our preschoolers. These alphabet activities will help prepare preschoolers for kindergarten. These activities would also be beneficial if advocates are responsible for preschoolers during the summer programs.

First-School Preschool Activities and Crafts: This site has several ideas for themes, including rainbows, teddy bears and seasons. There is also a list of the letters of the alphabet and crafts, handwriting practice, coloring sheets, Bible verses, book ideas, games and related letter links.

<http://www.first-school.ws>

Preschoolers Express by Jean Warren - Alphabet Games

http://www.preschoolexpress.com/game_station07/alphabet-games-sep07.shtml

Alphabet Activities: This site has a variety of printables including assessment forms, tracing, alphabet booklets, letters, matching upper- and lower-case letters, flashcards and hand sign flash cards.

<http://www.kidsparkz.com/alphabetprintables.html>

DLTK's Educational Activities - Alphabuddies Alphabet Section: Includes coloring pages for each letter, crafts, tracers, songs, books and games.

<http://www.dltk-teach.com/alphabuddies/index.html>

ABC Twiggles – Multi-Sensory ABC Letters Preschool Curriculum: This is a curriculum that you can purchase online; however, all the information for letter A is free.

<http://www.abctwiggles.com/letter/A>

Kids Learning Station – Teach Kids the Alphabet - Printable Alphabet Worksheets: This site includes worksheets that will help preschoolers identify upper- and lower-case letters, recognition of letters, printing letters, matching letters, coloring pictures that start with a particular letter or putting the letters in the correct order.

<http://www.kidslearningstation.com/preschool/alphabet-worksheets.asp>

Fisher-Price Learn Your ABCs song

<http://www.fisher-price.com/us/fun/games/abc/>

PBS Kids - Between the Lions - ABCD Watermelon has children pick which letter comes next in the alphabet.

<http://pbskids.org/lions/games/abcd.html>

Alphabet Goop - Stir the goop and then match the picture with the correct letter.

<http://www.tvokids.com/games/alphabetgoop>

Alphabet Resources

http://www.internet4classrooms.com/kplus_alpha.htm

Colors & Shapes Theme

First-School Colors Theme: This site has crafts for different colors. Includes nursery rhymes that can be incorporated to help the children learn their colors (e.g., Little Boy Blue)

<http://www.first-school.ws/theme/colors.htm>

Preschoolers Express by Jean Warren – Music & Rhyme Station - Color Songs and Rhymes

http://www.preschoolexpress.com/music_station06/music_station_aug06.shtml

Primera Escuela Colres - a Spanish-language website about color activities

<http://www.primeraescuela.com/themesp/colores.htm>

Animals Theme

Animals are another great theme idea for preschoolers. Children at this age are beginning to learn different animal sounds and learning to identify various animals. Children could color pictures of various animals and just learn about the different types of animals that are around. When teaching children about these animals, ask them what the beginning letter sound is and incorporate some literacy into the animal theme. Advocates also can incorporate math by having the children count the number of animals on a coloring page.

First-School Animals Theme

<http://www.first-school.ws/theme/animals.htm>

Primera Escuela Actividades Infantiles Educacion Preescolar – Learn about animals in Spanish. The worksheets are also in Spanish.

<http://www.primeraescuela.com/themesp/animales.htm>

Migrant Head Starts

Lake Cumberland Head Start

<http://www.lc-hs.org/migrant.html>

Head Start Locations		
Click here to view a map of Head Start Center Locations		
Audubon Area Century Family Development Center 1301 Tamarack Road Owensboro KY 42301 Migrant/Seasonal Head Start Driving Directions Click to see on map	Christian County Migrant 1355 Glass Avenue Hopkinsville KY 42240 Migrant/Seasonal Head Start Driving Directions Click to see on map	Sebree Migrant Sebree Elementary School, 61 North State St. Sebree KY 42455 Migrant/Seasonal Head Start
Community Action Council, Migrant Head Start 710 West High Street P.O. Box 11610 Lexington KY 40576-1610 (859) 233-4600	Audubon Area Henderson Family Development Center 338 3rd Street Henderson KY 42420 Migrant/Seasonal Head Start Driving Directions Click to see on map	Harrison County MHS Lebus 118 N Walnut Cynthiana KY 41031 Migrant/Seasonal Head Start Driving Directions Click to see on map
Bourbon County MHS Center 311 High Street Paris KY 40361 Migrant/Seasonal Head Start Driving Directions Click to see on map	Killian Migrant Center 900 Walnut St. Owensboro KY 42301 Migrant/Seasonal Head Start Driving Directions Click to see on map	Telford YMCA 1100 E. Main St. Richmond KY 40474 Migrant/Seasonal Head Start Driving Directions Click to see on map
Casey Migrant Head Start 91 Possum Trot Liberty KY 42539 Migrant/Seasonal Head Start	Nancy Migrant Head Start 874 Hwy. 196 Nancy KY 42544 Migrant/Seasonal Head Start	Warren County Head Start 200 East 4th Ave. Bowling Green KY 42102 Migrant/Seasonal Head Start Driving Directions Click to see on map
Winburn Center 1169 Winburn Drive Lexington KY 40511 Migrant/Seasonal Head Start Driving Directions Click to see on map	Casey Migrant Head Start 91 Possum Trot Liberty KY 42539 Migrant/Seasonal Head Start	

Other Resources for Preschoolers

PBS Kids - Preschool Activities has links for various arts and crafts, games, recipes and science activities.

<http://pbskids.org/zoom/activities/preschool>

Traveling with Children has tips from people of advice that works to keep kids occupied while traveling. Since our migrant families are often on the move, this may help with some ideas to share with them if there is a need.

<http://www.redshift.com/~bonajo/cartrip.htm#Tracy>

Preschool Express by Jean Warren

<http://www.preschooexpress.com>

Kids Learning Station has printable preschool and kindergarten worksheets and provides a variety of worksheets on this site including ones focused on numbers, alphabet, shapes, colors, size, pattern recognition, same and different, writing readiness, scissor skills, time, phonics, math, left/ right, money, sight word, measurement and seasonal/ holiday.

<http://www.kidslearningstation.com/>

Kiddies Games has different activities kids can play by clicking the mouse. The Alphabet Bang and Big Alphabet Bang have the children listen to the alphabet and click on something that starts with each letter. There is also a video on knowing emergency numbers and learning the parts of the body.

http://www.kiddiesgames.com/en/preschooler_games.php#alphabetbang

g. Education Resources for School-Age Children

Centrol Virtual Cervantes provides Spanish vocabulary for children 7 to 9 years old. Students learn a variety of vocabulary words including, park, family, colors and more.

<http://cvc.cervantes.es/ensenanza/mimundo/>

Scholastic Celebrate Hispanic Heritage! is a concentration game with Spanish vocabulary words.

<http://teacher.scholastic.com/activities/hispanic/pinata/game.htm>

Las Tres mellizas provides children with a variety of Spanish games that are fun and educational.

<http://www.lastresmellizas.com/>

Cartoon Network in Spanish

<http://www.cartoonnetwork.es/>

Spanish Flashcards

<http://spanishflashcards.tripod.com/>

Spanish for Children

<http://www.angelfire.com/de/hadas/color/colo1.html>

This website has resources for your Advanced Placement quizzes as well as a variety of educational worksheets for students.

<http://www.uni.edu/becker/Spanish3.html>

h. Parent Resources

Childcare

Pregnancy (in both Spanish and English)

http://kidshealth.org/parent/pregnancy_center/your_pregnancy/medical_care_pregnancy.html

<http://www.whattoexpect.com/pregnancy/week-by-week/landing.aspx>

<http://www.ekccc.org/wp-content/uploads/2010/04/KNP-Brochure-PDF.pdf>

WIC (Women, Infants and Children)

<http://www.fns.usda.gov/wic/>

NMSHSA (National Migrant and Seasonal Head Start)

<http://www.nmshsaonline.org/aboutUs.htm>

MEES (Migrant Education Even Start)

<http://www2.ed.gov/programs/mees/index.html>

Car Seat Safety

http://www.ekccc.org/?page_id=32

Child Care Assistance Programs: Eastern Kentucky Child Care Coalition:

http://www.ekccc.org/?page_id=32

<http://chfs.ky.gov/dcbs/dcc/ccap.html>

National Association of Child Care Center Regulation and Referral Agencies:

<http://www.naccrra.org/>

Child Care Council, Lexington, Ky.

<http://www.childcarecouncilofky.com/Default.aspx>

Childhood Diseases

<http://www.netdoctor.co.uk/diseases/facts/childrensdiseases.htm>

Raising Bilingual Children

Bilingual Families Connect

<http://www.bilingualfamiliesconnect.com/index.html>

Raising Bilingual Children

<http://www.raising-bilingual-children.com/>

Colorin' Colorado! :reading tips for birth through 3rd grade in a variety of different languages.

<http://www.colorincolorado.org/educators/>

i. Other Resources

U.S. Office of Migrant Education

<http://www2.ed.gov/programs/mep/index.html>

Learning Spanish

<http://www.lingolex.com/spanish.htm>

Fun & Educational Worksheet

http://www.primarygames.com/print_zone/print_zone.ht

Labor, Education, Health, Safety and Miscellaneous

U.S. Department of Education

<http://www.ed.gov>

National Center for Farm Worker Health

<http://www.ncfh.org/>

Kentucky Grant Watch

<http://kentucky.grantwatch.com/collection.php?cat=41>

Family Education Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

National Council of LA RAZA (Health and Education for Hispanics)

<http://www.nclr.org/>

National Clearinghouse for English Acquisition

<http://www.ncela.gwu.edu/>

Ohio Valley Educational Cooperative (Migrant Even Start project information, recent events, web links, student registry, online courses and free materials)

<http://www.ovec.org/>

Translations for English to Spanish

<http://www.spanishdict.com/translation>

Center for the Study of Books in Spanish for Children and Adolescents

<http://public.csusm.edu/csb/english/center.htm>

Scholarship Resources: MALDEF Latino Legal Voice for Civil Rights in America

<http://www.maldef.org/leadership/scholarships/index.html>

Puzzle Maker

<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=12356956&CFTOKEN=31129972>

National Websites

NSLP: (National School Lunch Program) Provides nutritionally balanced, low-cost, or free lunches each school day.

<http://www.fns.usda.gov/cnd/Lunch/>

Non-Medical Services

http://uwbq.org/index.php?option=com_content&task=view&id=333&Itemid=5

United Way - free tax preparation

http://uwbq.org/index.php?option=com_content&task=view&id=206&Itemid=45

United Way Success by 6 - resources for kids under 6 and parents

http://www.uwbq.org/index.php?option=com_content&task=view&id=351&Itemid=1

United Way/Madison Co. Middle School Summer Camp with Focus on STEM

http://uwbq.org/index.php?option=com_content&task=view&id=331&Itemid=5

United Way - financial planning, workshops and fund matching

<http://www.kycfcs.us/donations>

National PTA Parent Brochures - pertain to the new common core standards and helping parents understand them

<http://www.pta.org/4446.htm>

National Drop Out Prevention Center

<http://www.dropoutprevention.org/>

Toolkit for Hispanic Families

<http://www2.ed.gov/parents/academic/involve/2006toolkit/index.html>

Sanitary and Food Safety PowerPoint

<http://scn.ky.gov/summer/presentations/mypyramid-foodsafety.pdf>

The Heat Relief Depot

<https://heatreliefdepot.com>

XII. Appendices

Appendix A - Family Plan (Espanol)

Appendix B - Family Plan (English)

Appendix C - SOSY Student Profile (English)

Appendix D - SOSY Student Profile (Espanol)

Appendix E - SOSY Student Profile Instructions

Appendix F - SOSY Student Services Plan

Appendix G - Summer Grant Resources

Appendix H - Summer Resource List

Appendix I - Summer Research Stats

Appendix J - Summer Guidelines

NUESTRO PLAN FAMILIAR





Números de emergencia e información

Números de Teléfono de Emergencia

En caso de una emergencia grave, marque el 911

Números de las Pólizas de Seguro

Del Hogar:

Compañía:

Número:

Número de Póliza:

Auto:

Compañía:

Número:

Número de Póliza:

Salud:

Compañía:

Número:

Número de Póliza

Familia/Contactos importantes en los EEUU:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Familia/Contactos importantes en mi país:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Datos Médicos Importantes

Doctor (Nombre):

Teléfono:

Doctor (Nombre):

Teléfono:

(Pediatra) Nombre:

Teléfono:

Equipo Medico:

Nombre:

Teléfono:

Número de Cuenta:

Farmacia

Nombre:

Teléfono:

Hospital

Nombre:

Teléfono:



Records Importantes de su Familia

Use este formulario para tener toda esta información importante en el mismo lugar accesible. Ponga los originales de cada documento en un lugar seguro (por ejemplo, en una caja fuerte)

Números importantes del Trabajo

Empleador #1

Nombre:

Teléfono:

Supervisor:

Teléfono del Supervisor:

Representante del Sindicato:

Número de Teléfono

Empleador #2

Nombre:

Teléfono:

Supervisor:

Teléfono del Supervisor:

Representante del Sindicato:

Número de Teléfono

Empleador #3

Nombre:

Teléfono:

Supervisor:

Teléfono del Supervisor:

Representante del Sindicato:

Número de Teléfono

Debería adjuntar cualquier reglamento o información sobre los lugares en dónde usted trabaja.

Información importante de los Vehículos

Vehículo 1- Número de placa:

Número de identificación (VIN):

Préstamo:

Seguro:

Vehículo 2- Número de placa:

Número de identificación (VIN):

Préstamo:

Seguro:

Adjunta una copia del registro de cada vehículo y una foto de cada una.

Números importantes de la Escuela y de la Guardería

Escuela #1

Nombre del niño(a):

Nombre de la Escuela:

Nombre del Maestro(a):

Número de teléfono:

Número de identificación escolar:

Escuela #2

Nombre del niño(a):

Nombre de la Escuela:

Nombre del Maestro(a):

Número de teléfono:

Número de identificación escolar:

Escuela #3

Nombre del niño(a):

Nombre de la Escuela:

Nombre del Maestro(a):

Número de teléfono:

Número de identificación escolar:

Debería adjuntar cualquier política o plan para desastres que existe en la(s) escuela(s) de su hijo(s)

Números de Seguro Social o ITIN

Nombre:

Número:

Nombre:

Número:

Nombre:

Número:

Nombre:

Número:

Adjunte una copia de cada tarjeta del seguro social.



Información médica e identificación de su familia

Adjunte una copia de su acta de nacimiento, records de vacunación, y foto para cada miembro de su familia.

Miembro de la Familia 1

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:

Miembro de la Familia 2

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:

Miembro de la Familia 3

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:

Miembro de la Familia 4

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:



Información médica e identificación de su familia

Adjunte una copia de su acta de nacimiento, records de vacunación, y foto para cada miembro de su familia.

Miembro de la Familia 5

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:

Miembro de la Familia 6

Nombre:

Fecha de Nacimiento:

Número de licencia de conducir:

Donador de Órganos: SI NO

Alergias:

Medicamentos:

Condiciones Médicas y historia:

Personas que SI pueden recoger a mi(s) hijo(s) de la escuela / guarderia

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Nombre:

Teléfono(Casa):

Trabajo:

Parentesco:

Quien NO Debe recoger a mi(s) hijo(s):

Nombre:

Nombre:

Nombre:

*Asegure de informar al personal de la escuela de sus hijos que las personas listadas en estas secciones tienen el permiso que recoger a sus hijos o que no lo tienen y que tengan la información mas completa y al día.

*Si existe una orden de protección, ajunte una copia de esa orden y archive otra copia con la escuela o guarderia de su(s) hijo(s).



Problemas Jurídicos, Robo de Identidad, y Contactos para Fraude

por su seguridad, NO APUNTE los números de su tarjeta de crédito o números de cuentas en este documento.

Compañías de las Tarjetas de Crédito

Nombre:

Número (número gratuito):

Nombre:

Número (número gratuito):

Nombre:

Número (número gratuito):

Nombre:

Número (número gratuito):

Recuerde que debe reportar cualquier robo de tus tarjetas de crédito de inmediato.

Contactos para sus Asuntos Financieros

Cuenta de Cheques #1:

Banco:

Número (gratuito):

Cuenta de Cheques #2:

Banco:

Número (gratuito):

Cuenta de Ahorros #1:

Banco:

Número (gratuito):

Cuenta de Ahorros #2:

Banco:

Número (gratuito):

Contactos de Frecuencia:

Actuario(a):

Fiscal:

Programa de Violencia Domestica:

Lada para reportar abuso contra los niños:

Ayuda Jurídica Civil

Asistencia Jurídica:

Abogado Civil:

Abogado Criminal:

Defensor(a) para victimas

Otros números importantes y necesarios:



Cuidado de Emergencia de Mascotas

Adjunte una foto de cada mascota.

Mascota 1

Nombre:

Fecha de Nacimiento:

Raza:

Descripción:

Licencia/Numero de registro:

Medicamentos:

Problemas médicos:

Mascota 2

Nombre:

Fecha de Nacimiento:

Raza:

Descripción:

Licencia/Numero de registro:

Medicamentos:

Problemas médicos:

Veterinario

Nombre:

Teléfono:

Numero de emergencia:

Veterinario de emergencia

Nombre:

Teléfono:

Dirección:

Albergues de emergencia para mascotas/ "Humane Society"

Nombre:

Teléfono:

Dirección:

Otras Notas:

Our Family Plan



Use this packet to collect all of your family's important information and keep it together in one safe place, such as a safe deposit box or a fire-proof safe.

Emergency Numbers and General Information

Emergency Telephone Numbers

In case of a life-threatening emergency, dial 911

Police –

Fire –

Sheriff –

Consulate of my home country –

Important/Family Contacts in the US

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

Important/Family Contacts in countries other than the US

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

Information for Insurance Policies

Home/Renters:

Company:

Phone Number:

Policy Number:

Auto:

Company:

Phone Number:

Policy Number:

Health:

Company:

Phone Number:

Policy Number:

Important Medical Information

Doctor:

Phone Number:

Doctor:

Phone Number:

Pediatrician:

Phone Number:

Medical Equipment

Name of Company:

Telephone:

Account Number:

Pharmacy

Name:

Phone Number:

Hospital

Name:

Phone Number:

Important Family Records

Work Phone Numbers

Employer #1

Name of Company:
Phone Number:
Supervisor:
Supervisor's Number:
Union Representative:
Phone Number:

Employer #2

Name of Company:
Phone Number:
Supervisor:
Supervisor's Number:
Union Representative:
Phone Number:

Employer #3

Name of Company:
Phone Number:
Supervisor:
Supervisor's Number:
Union Representative:
Phone Number:

Important Vehicle Information

Make and Model of Vehicle #1:
VIN:
Loan:
Insurance:

Make and Model of Vehicle #1:
VIN:
Loan:
Insurance:

Attach a copy of the registration and a picture of each vehicle.

School and Daycare Contact Information

School #1

Name of child:
Name of school:
Name of teacher:
Telephone number:
Student ID number:

School #2

Name of child:
Name of school:
Name of teacher:
Telephone number:
Student ID number:

School #3

Name of child:
Name of school:
Name of teacher:
Telephone number:
Student ID number:

School #4

Name of child:
Name of school:
Name of teacher:
Telephone number:
Student ID number:

Attach a copy of any Disaster Plan or policy of each school/daycare.

Social Security or ITIN Numbers

Name:
Number:

Name:
Number:

Name:
Number:

Name:
Number:

Name:
Number:

Attach a copy of each Social Security card.

Family Medical Information

Attach a copy of each family member's birth certificate and vaccination record, along with a recent picture.

Family Member #1

Name:

Date of Birth:

Driver's License Number:

Organ Donor? YES NO

Allergies:

Medications:

Medical conditions and history:

Family Member #2

Name:

Date of Birth:

Driver's License Number:

Organ Donor? YES NO

Allergies:

Medications:

Medical conditions and history:

Family Member #3

Name:

Date of Birth:

Driver's License Number:

Organ Donor? YES NO

Allergies:

Medications:

Medical conditions and history:

Family Member #4

Name:

Date of Birth:

Driver's License Number:

Organ Donor? YES NO

Allergies:

Medications:

Medical conditions and history:

Family Member #5

Name:

Date of Birth:

Driver's License Number:

Organ Donor? YES NO

Allergies:

Medications:

Medical conditions and history:

People who are permitted to pick children up from school/daycare

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

Name:

Home Phone:

Work Phone:

Relationship:

People who are NOT permitted to pick children up from school/daycare

Name:

Name:

Name:

**Be sure to inform school personnel about people who are and are not allowed to pick up your children. Update them of any changes.*

**If you have a Protection Order, please attach a copy of the document to this page and file a copy with your children's school/daycare.*

Legal Issues, Identity Theft, Safety and other Contacts in case of Fraud

For your safety, do not write your account or PIN numbers on this document.

Financial Contacts

Checking Account #1

Bank:

Toll-free Number:

Checking Account #2

Bank:

Toll-free Number:

Savings Account #1

Bank:

Toll-free Number:

Savings Account #2

Bank:

Toll-free Number:

Legal and Safety Contacts

District Attorney:

Court Clerk:

Domestic Violence Program:

Child Abuse Hotline:

Other Important Numbers

Credit Card Companies

Name:

Toll-free Number:

Name:

Toll-free Number:

Name:

Toll-free Number:

Name:

Toll-free Number:

Legal Assistance

Legal Aid Office:

Civil Lawyer:

Criminal Lawyer:

Victim's Advocate:

Emergency Care for Pets

Attach a photo of each pet.

Pet #1

Name:

Date of Birth:

Breed:

Description:

License/Registration Number:

Medications:

Medical History:

Pet #2

Name:

Date of Birth:

Breed:

Description:

License/Registration Number:

Medications:

Medical History:

Pet #3

Name:

Date of Birth:

Breed:

Description:

License/Registration Number:

Medications:

Medical History:

Veterinarian

Name:

Phone Number:

After-hours Number:

Animal Shelter/Humane Society

Name:

Phone Number:

Address:

Emergency Veterinarian

Name:

Phone Number:

Address:

Other Information



APPENDIX C

Solutions for Out-of-School Youth (SOSY)
OSY STUDENT PROFILE

Date:		MEP Project Region:		COE# or MEP ID:	
Name:			<input type="checkbox"/> Male	<input type="checkbox"/> Female	Age:
Address/Camp:		Phone:		Optional: How long is youth planning on being in the area?	
Last grade attended:		Where:			Year:
English oral language proficiency: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> None			Home language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other:		
Health needs: <input type="checkbox"/> Medical <input type="checkbox"/> Vision <input type="checkbox"/> Dental <input type="checkbox"/> Urgent <input type="checkbox"/> Other:					
Based on the information collected above, the youth is: <input type="checkbox"/> Here-to-work <input type="checkbox"/> Recovery					

Check all that apply in the categories below.

Expressed interests in: <input type="checkbox"/> Learning English <input type="checkbox"/> Job training <input type="checkbox"/> GED <input type="checkbox"/> Earning a diploma <input type="checkbox"/> Not sure <input type="checkbox"/> No interests <input type="checkbox"/> Other:		Availability: <input type="checkbox"/> Days <input type="checkbox"/> Evenings <input type="checkbox"/> Weekends <input type="checkbox"/> Other:
Has access to transportation: <input type="checkbox"/> Yes <input type="checkbox"/> No	Reason for leaving school: <input type="checkbox"/> Lacking credits <input type="checkbox"/> Needed to work <input type="checkbox"/> Missed State test <input type="checkbox"/> Other:	
Housing – Youth lives: <input type="checkbox"/> With a crew <input type="checkbox"/> With friends outside of work <input type="checkbox"/> With his/her parents/family <input type="checkbox"/> With spouse & kids <input type="checkbox"/> With kids <input type="checkbox"/> Alone		
Youth is a candidate for: <input type="checkbox"/> HS diploma <input type="checkbox"/> Health Education <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Job training <input type="checkbox"/> HEP <input type="checkbox"/> Career exploration <input type="checkbox"/> Adult Basic Ed. <input type="checkbox"/> Life skills <input type="checkbox"/> ESL <input type="checkbox"/> PASS <input type="checkbox"/> CAMP <input type="checkbox"/> MP3 Player <input type="checkbox"/> Other:		At interview, youth received: <input type="checkbox"/> Educational materials <input type="checkbox"/> Support services <input type="checkbox"/> OSY welcome bag <input type="checkbox"/> Referral(s) (list in comments) <input type="checkbox"/> Other:
Comments:		



Fecha:	Proyecto/región del MEP:		# del COE o ID del MEP:	
Nombre:			<input type="checkbox"/> Masculino	<input type="checkbox"/> Femenino
Domicilio/campamento migrante:	Teléfono:	Opcional: ¿Cuánto tiempo quiere quedarse en el área?		
Último grado asistido:	Lugar:	Año:		
¿Comprende el inglés?:	Idioma del hogar:			
<input type="checkbox"/> Alto <input type="checkbox"/> Medio <input type="checkbox"/> Poco <input type="checkbox"/> No	<input type="checkbox"/> Inglés <input type="checkbox"/> Español <input type="checkbox"/> Otro:			
¿Necesidades de salud?: <input type="checkbox"/> Médico <input type="checkbox"/> Visión <input type="checkbox"/> Dental <input type="checkbox"/> Urgente				
De acuerdo con la información obtenida arriba, el joven está: <input type="checkbox"/> Aquí para trabajar <input type="checkbox"/> Recuperación				
¿Acceso a Transporte? <input type="checkbox"/> Sí <input type="checkbox"/> No				

Marque todo lo que aplica en las áreas que siguen:

Expresó interés en: <input type="checkbox"/> Aprender inglés <input type="checkbox"/> Entrenamiento de trabajo <input type="checkbox"/> Obtener un GED <input type="checkbox"/> Obtener un diploma <input type="checkbox"/> No está seguro <input type="checkbox"/> Ningún interés <input type="checkbox"/> Otro:	Disponibilidad: <input type="checkbox"/> Durante el día <input type="checkbox"/> Por la noche <input type="checkbox"/> El fin de semana <input type="checkbox"/> Otro:
Vivienda – El joven vive con: <input type="checkbox"/> Compañeros del trabajo <input type="checkbox"/> Amistades <input type="checkbox"/> Sus padres/familia <input type="checkbox"/> Su esposo(a) e hijos <input type="checkbox"/> Sus hijos <input type="checkbox"/> Solo(a)	Razón por la cual abandonó la escuela: <input type="checkbox"/> Falta de créditos <input type="checkbox"/> Necesitaba trabajar <input type="checkbox"/> No se presentó al examen estatal <input type="checkbox"/> Otro:
El joven es un candidato para: <input type="checkbox"/> Diploma de high school <input type="checkbox"/> Educación de salud <input type="checkbox"/> Habilidades sociales <input type="checkbox"/> Pre GED/GED <input type="checkbox"/> Capacitación en el trabajo <input type="checkbox"/> PASS <input type="checkbox"/> HEP <input type="checkbox"/> Orientación Vocacional <input type="checkbox"/> MP3 Player <input type="checkbox"/> Educación básica para adultos <input type="checkbox"/> ESL <input type="checkbox"/> CAMP <input type="checkbox"/> Otro:	Durante la entrevista, el joven recibió: <input type="checkbox"/> Materiales educativos <input type="checkbox"/> Servicios de asistencia <input type="checkbox"/> Bolsa de bienvenida (OSY) <input type="checkbox"/> Recomendación(es) (lista en comentarios) <input type="checkbox"/> Otro:

Comentarios:



APPENDIX E

Solutions for Out-of-School Youth (SOSY) OSY STUDENT PROFILE - Instructions



Purpose: The Solutions for Out-of-School Youth (SOSY) *OSY Student Profile* is used to gather essential data that can be used at both the student and state levels. At the student level, the *OSY Profile* is the starting point for planning the services that best match the needs and availability of each youth identified. At the state level, the *OSY Profile* helps gather information about the OSY population in the state and assists in planning and implementing programs, allocating funds, and coordinating with other service providers.

Each state participating in the SOSY project is required to complete the OSY Student Profile on as many OSY as possible. Aggregate state data will then be reported to the SOSY Consortium.

Newly arrived OSY: An OSY Student Profile should be completed as close to the arrival date as possible so an individualized service plan can be developed and implemented in a timely fashion.

Already-enrolled OSY: Any OSY students that have not yet had a Student Profile sheet created for them should also have a form completed.

Description of Data Elements:

Date: Write the date when the OSY profile sheet is completed with the student.

MEP Project Region: Enter the location of the MEP project (County, Region, State, Other)

Last grade attended: Write the last grade the student attended, either in the United States or in the student's home country (see "Where" below). This information should be collected for both Here-to-work and Recovery youth.

Where: Report in which country (state and school district for Recovery youth) the student last attended school.

Year: Write the year in which the student attended his/her last grade (see "Last grade attended").

English oral language proficiency: Check the degree of English oral language proficiency at which the student reports himself/herself or that is determined through the use of an assessment instrument.

Has access to transportation: Simply report whether or not the student has access to transportation, even if the student does not own a car or have a driver's license.

At interview, youth received: State what the youth received at the initial interview. Many migrant education programs hand out an "OSY Welcome Bag," which can contain educational materials and may also include items such as hygiene products.

Comments: This section is available to share any important highlights or next-steps for the student. Any referrals should be recorded in this box.

Submission of Completed Forms: Please contact the Director of your local migrant education program to find out submission procedures for your state.



SOSY Student Services Plan

Name _____

Date _____

Location _____

☐ Here-to-Work☐ Recovery**Instructional**

<input type="checkbox"/> ESL Instruction Focus/Goal(s):	Materials:
<input type="checkbox"/> Life Skills Focus/Goal(s):	Materials:
<input type="checkbox"/> Career Awareness/Vocational Training Focus/Goal(s):	Materials:
<input type="checkbox"/> Pre-GED Preparation Focus/Goal(s):	Materials:
<input type="checkbox"/> GED Preparation Focus/Goal(s):	Materials:
<input type="checkbox"/> Credit Recovery Focus/Goal(s):	Materials:
<input type="checkbox"/> Other Focus/Goal(s):	Materials:

Supportive

<input type="checkbox"/> Nutrition	<input type="checkbox"/> Dental check-ups
<input type="checkbox"/> Transportation	<input type="checkbox"/> Hearing Screenings
<input type="checkbox"/> Translation	<input type="checkbox"/> Vision Exams
<input type="checkbox"/> Material Resources	<input type="checkbox"/> Other _____
<input type="checkbox"/> Counseling leading to re-enrollment in School	<input type="checkbox"/> Other _____

Planned Methods of Supportive Service Delivery

--	--	--	--	--	--	--	--

Schedule of Planned Support

Days:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Saturday
Times:							

Summer Programming Grant Opportunities

The Hartford Courant Foundation

<http://www.hcfdn.org/forms/summer/Summer-appl-03mar21.pdf>

Dollar General Literacy Foundation

dgliteracy.com/grant-program/summer-reading-grants.aspx

Build-A-Bear Literacy & Education Grants

www.buildabear.com/aboutus/community/grants/2010literacyGrantGuidelines.pdf

Archibald Bush Foundation

<http://www.bushfoundation.org/search/SearchGrants.aspx>

Amount: varies

Developing Proposals

Proposals for mathematics and science education programs for girls and minority students should:

- be designed for elementary or junior high school students or teachers and may operate in schools or in out-of-school settings;
- reflect an understanding of national research on the causes of differential performance in mathematics and science of school-aged children;
- be based on programs that have been successful elsewhere;
- include a financial plan for continuation if the program is expected to continue beyond the end of the proposed grant; and
- include a plan for evaluation of the program and its effect on participating girls and minority students.

Captain Planet Foundation

<http://captainplanetfoundation.org/default.aspx?pid=3&tab=apply>

- Amount: \$250 to \$2500

The mission of the Captain Planet Foundation is to fund and support hands-on environmental projects for children and youths. Their objective is to encourage innovative programs that empower children and youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Through environmental education, they believe that children can achieve a better understanding and appreciation for the world in which they live.

Deadlines for submitting grant applications are March 31, June 30, September 30, and December 31

IBM

<http://www.ibm.com/ibm/ibmgives/grant/grantapp.shtml>

Amount: Varies

IBM realizes the worldwide power and importance of education. Through our Corporate Education Policy, and major initiatives such as Reinventing Education, KidSmart, and TryScience, IBM hopes to promote knowledge and skills which will ensure thriving communities around the globe.

Intel Corporation

<http://www.intel.com/community/grant.htm>

Amount: Varies

This program focuses on education, especially efforts that further the participation of women and underserved students in math, science, and technology.

It supports

- K-12 or Higher Education programs that advance science, math or technology education.
- Environmental education and technological programs that support the responsible use of natural resources.
- Community programs focusing on: Education, Diversity and multi-culturalism, and Critical community needs

Lowe's Toolbox for Education

<http://www.toolboxforeducation.com/>

- Amount: up to \$5,000
Lowe's will donate \$5 million to public schools and public school parent teacher groups - at more than 1,000 different public schools per school year.

There is a fall cycle and spring cycle to apply. Check the web site for information.

National Geographic Grants

<http://www.nationalgeographic.com/foundation/apply.html>

Amount: varies

The National Geographic Society offers rural teachers \$500 grants for programs and activities that educate students about cultural diversity and understanding. Specific areas of interest include classroom-focused, school-oriented, or districtwide efforts that support cultural education, hands-on and field experiences directly involving students and teachers learning about different cultures, projects encouraging community or cultural awareness and participation, and professional development for teachers in cultural geography.

SchoolGrants

<http://www.schoolgrants.org/index.htm>

Amount: Varies

Lists grant opportunities as well as grant-writing tips and sample proposals.

Target: Take Charge of Education

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001814>

Amount: Varies

Target offers store-based grants that support projects promoting early childhood education, the arts and family violence prevention. Why? Because there is no better place to see a masterpiece than reflected in the eyes of a child; there is no greater return on investment than seeing a child excel; and because a happy home encourages a child to dream and achieve.

Summer Resources

National Summer Learning Association

https://summerlearning.site-ym.com/?page=excellence_summer

- This link gives you descriptions of award-winning summer programs across the country. Great place to get new ideas!
- Lots of other resources at this site also.

Scholastic Literacy Partnerships

www.scholastic.com/literacypartnerships

- Reduced cover prices for books
- No shipping and handling charges
- Free 10-book bonus for every \$150 spent
- Custom book distribution programs
- A variety of Parental Engagement Literacy Tools & Activities
- Online resources

Carson-Dellosa Summer Learning Materials

www.summerlearningactivities.com

- Summer Bridge Activities Series
- Endangered Earth Program (grades K – 3)
- All Over the World Program (ages 9 – 12)
- Suggested Reading lists based on grade levels

Healthy Lifestyle Choices

www.hlconline.org

- Camp Boost Summer Program
- Bilingual Safety Parenting Guide

PBS Resources

www.wgbh.org/learn/resources.cfm

- Design Squad STEM Resources (age 9 – 12)
- Fetch! With Ruff Ruffman Science Resources (ages 6 – 10)
- Other Free downloadable/printable resources

ETA Cuisenaire

www.etaquisenaire.com

- Home Team Advantage leveled backpacks
- VersaTiles Activities (Math & Reading)

Teacher Created Materials Publishing

www.teachercreatedmaterials.com

- Take-Home Backpacks

FDIC

www.fdic.gov/moneysmart

- Money Smart for Young Adults CD (free lessons/resources)

The Writers' Center of Indiana

www.indianawriters.org

Dr. Judy Willis – Brain Friendly Learning

www.RADTeach.com

Voyager

<http://www.voyagerlearning.com/summersolutions/index.jsp>

Voyager's summer math and reading programs have companion online technology products to keep students engaged and active all summer with engaging reading and math adventures. Parent material also available.

Engage students and teachers with high-interest curriculum designed for summer presentation

- Time Warp (K-9 summer reading intervention)
- V Math Summer Adventure (K-8 math intervention)
- Ticket to Read (online reading)
- V Math (online math)
- Everyday English (6-week program to build conversational skills in interactive academic and social environments)

PBS Resources

<http://pbskids.org/>

- A great place for pre-schoolers to watch videos and play games. Downloadable and free.
- PBS KIDS Raising Readers is a site where kids can play free reading games and activities with their parents, teachers, and caregivers!

<http://www.pbs.org/parents/>

- A PBS site for parents. An e-magazine with everything from advice, birthday party ideas, fun and games, and a child development tracker to let parents know milestones at each age.
- Teachers could use the material to create a newsletter for summer months.
- Downloadable and free.

Reading Rockets

<http://www.readingrockets.org/>

- Reading Rockets is funded by a grant from the U.S. Department of Education, Office of Special Education Programs.
- Reading Rockets is a national multimedia project that offers research-based and best-practice information on teaching kids to read and helping those who struggle.
- It has a great parent component.
- Downloadable and free.

Thinkfinity

<http://www.thinkfinity.org/>

- Thinkfinity is a partnership of the Verizon Foundation and its content partners—11 of the nation's leading education and literacy organizations, including the International Reading Association and the National Council of Teachers of English.
- It seeks to improve student achievement by providing thousands of free educational resources across seven disciplines.
- It also includes parent materials and at-home activities for kids.

Read, Write, Think

<http://www.readwritethink.org/>

- Site sponsored by the International Reading Association and the National Council for Teachers of English.
- Great resources.

<http://www.readwritethink.org/parent-afterschool-resources/>

- Especially for parents.
- Looking for engaging ways to introduce your child to reading or to encourage your teen to write?
- Need some age-appropriate book suggestions or rainy day activities?
- The materials here are your answer—all of them created by experts to be fun, educational, and easy to use outside of school.

Summer 2010 Reading List

http://www.readingrockets.org/content/pdfs/buying_guide/2010summer_allages.pdf

- Title and author by age/grade level
- Although you will want to give kids lots of choice in selecting what they WANT to read, this list is a good starting point.
- There will be a new one for 2011.

The National Children's Book & Literacy Alliance

<http://thencbla.org/>

- The section for parents provides great material for you to turn into parent meeting topics.
- There is a special section for Summertime Fun.
- Other topics include Books for Boys, Heroes, Fantasy Beyond Harry Potter, Cooking with Cookbooks, Books to Movies, and more.

for a successful summer program, the research says...

- ❖ Students need at least 150 hours during the summer to prevent “Summer Slide”
- ❖ Students need an average daily attendance rate of 85%
- ❖ Students need 30 minutes of physical activity for every 3 hours of their summer programming day
- ❖ If you have an on-site summer program, the staff to student ratio should be 1:8
- ❖ It is most beneficial if students attend your summer program over multiple summers

Summer Programming Guidelines

Southeastern KY Migrant Education Program Administrative Center

- ◆ Each program should plan to have students engaged for 80 hours in the summer.
 - ◆ On-site programs
 - ◆ In-home programs
 - ◆ Independent Reading Program
 - ◆ Parent Programs
 - ◆ Field trips
- ◆ All programming should incorporate Reading, Math, Science, and Writing in some capacity.
- ◆ An individual student report should be done to show curriculum used and progress (grade levels at the beginning and the end of the program for Reading and Math). This report should also to be forwarded to the teacher of the student for the next school year.
- ◆ Meals or snacks should be provided while children are in attendance.
- ◆ There should be a parent component to summer programming.
- ◆ At least 1 field trip should be planned and executed.
- ◆ A Summer Program Final Report will be completed and turned in to the Regional Office.
- ◆ The program should not look and feel like “school”.

Examples of how to get 80 hours of engagement

✓ All On-Site Program

- 8 am – 2 pm (1 hour for meals) = 5 hours of engagement
- 5 hours/day X 4 days/week X 4 weeks = 80 hours
- 1 field trip & 1 parent program

✓ Combination Program 1

- On-site: 5 hours/day X 4 days/week X 2 weeks = 40 hours
- In-home: 2 hours/day X 2 days/week X 3 weeks = 12 hours
- Indep. Reading: 30 min/day X 7 days/week X 6 weeks = 21 hours
- Field trip (1): 5 hours
- Parent Program (2): 4 hours

✓ Combination Program 2

- In-home: 3 hours/day X 3 days/week X 5 weeks = 45 hours
- Indep. Reading: 30 min/day X 7 days/week X 6 weeks = 21 hours
- Field trips (2): 10 hours
- Parent Program (2): 4 hours